

SEND Information Report

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 2026

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Please see our Parent friendly SEND Report on our website for a condensed version of this report.



1. Introduction

Clarity Independent School is a unique SEND school for up to 18 children with identified moderate or specific learning difficulties. The school caters for a wide range of Special Educational Need and Disabilities (SEND) for both boys and girls between the ages of 6-17 years. This document presents information about how we work effectively with children and young people to meet their individual needs holistically and support them on their life journey.

Schools have a duty to report annually to all parents on the provision for pupils with Special Educational Needs and Disabilities (SEND) and the implementation of their disability equality scheme. This SEND Information Report is part of the Essex Local Offer for pupils with Special Educational Needs and Disabilities and is our annual report for the academic year 2026-2027.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years, lies at the heart of our school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. To read the SEND Policy, please visit our website:

<https://www.clarity.essex.sch.uk/policies-documents>.

This report complies with the statutory requirements as set out in the SEND Code of Practice 0 – 25. We hope you find it informative and useful as a parent/carers with a current pupil on roll or as a prospective parent/carers looking to find a successful provision for your child with SEND.

2. How do we Identify and Assess Pupils with SEND?

A pupil is considered to have 'Special Educational Needs' if they have significant learning difficulties or disabilities that require additional or different help from that given to other children of the same age to enable them to access learning. This 'learning journey' for pupils at Clarity includes but is not limited to:

- Developing an awareness of themselves mentally and physically and exploring and using strategies for self-regulation.
- Learning social communication skills and positive behaviours.
- Making progress towards achieving academic goals.

Pupils will have been through a rigorous assessment process to gain an Education Health Care Plan (EHCP) and to be allocated a placement at our school. This process, however, does not end with the allocation of a placement in our school; it is merely the beginning of a continuous cycle. Class teachers, assessors, the SENDCo, Keyworkers, parents/carers and the learners themselves are all involved in a continuous graduated approach of an Assess-Plan-Do-Review cycle.

Within the first half term of arrival, pupils (if required in accordance with their EHCP or identified needs) will be assessed by Mrs Hanson, Headteacher, to provide a baseline assessment from which progress will be measured, and to identify any specific learning difficulties which may inhibit their learning (such as Dyslexia, Dyscalculia, working memory etc.) which may not be stated on the pupil's EHCP.

Pupils will be regularly assessed according to their progress and attainment for academic learning; social, emotional and mental well-being; social skills; and language and communication skills. This assessment will be carried out by class teachers, keyworkers, Specialist teachers within the school and external specialist agencies where appropriate.

We also liaise closely with Local Authority (LA) and any other professionals involved with a child, to ensure that any other additional factors such as pupils who have SEND and who are looked after by the Local Authority are taken into consideration. We will be advised by the LA about the safeguarding of such pupils and ensure that our procedures meet the required standards to facilitate a successful placement.

3. What Types of Special Educational Needs do we Ensure Effective Provision for?

Our school is an inclusive school where every child is valued for their unique characteristics. For pupils that are taken on roll, we feel confident that we can address their needs and support their development in the most appropriate way possible for them and celebrate effort as much as achievement. Our school's SEND Policy document and Ethos are available on our website, detailing our philosophy in relation to SEND.

Needs we cater for:

Clarity Independent School delivers bespoke education packages to meet the needs of all its students using tailored approaches (please see 'Appendix 1') within our differentiated curriculum. We specifically cater for children needing a quiet, nurturing environment. Clarity Independent School caters for a wide range of Special Educational Needs and Disabilities (SEND). These include:

- Cognitive and learning needs
- SpLD (specific learning difficulties) e.g. dyslexia, memory / processing difficulties, auditory processing difficulties etc. / ADHD
- MLD (moderate learning difficulties)
- Social, emotional and mental health development needs (relating to their SEN)
- Social communication and interaction needs
- Speech and language communication needs
- Autism spectrum disorder (ASD)
- Sensory and physical needs
- Physical disability
- Long term illness needing extra nurture before returning to mainstream

Our SEND Information Report contributes to the Essex Local Offer, which can be found at:

<http://www.essexlocaloffer.org.uk>

The SEND Code of Practice identifies four categories of Special Educational Need that all schools must make provision for:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

It is common that a SEND child has needs in more than one or sometimes all of the areas listed above. At Clarity, we recognise that each area has an impact on the other areas of need and so we work to address the most prevalent need through intensive interventions whilst also supporting a pupil's wider range of needs.

Below is some information to explain each of the four areas of SEND with examples of how this might affect the child or young person.

Communication and Interaction can encompass a lot of needs and issues that a child may have, including Autistic Spectrum Condition (ASC). Some communication and interaction issues that can present themselves in Autistic children include:

- Difficulties understanding and using verbal and non-verbal communication.
- Understanding social behaviours and expectations, which can impact on a child's ability to interact with other children and adults around them.
- A reliance on structure and routine in their life.

As well as ASC, Communication and Interaction can also include Speech, Language and Communication Needs (SLCN).

Children and young people can experience a range of difficulties that are linked with speech and language.

Speech, Language and Communication Needs can present themselves in a variety of ways, including:

- The production of speech.
- Struggling with finding the right word, or not being able to join words together in a meaningful way.
- Problems communicating through speech, for example difficulties finding the correct language to express thoughts and ideas that they are having.
- Difficulties and delays in understanding or responding to verbal cues from others.
- Understanding and using language in specific social situations.

Cognition and learning can cover a range of needs. Children are identified as having cognition and learning needs if they have difficulties with literacy and numeracy (which therefore impacts their ability to access learning across the curriculum), or if their levels of attainment are significantly below age-related expectations.

Some pupils with cognition and learning needs may have a Specific Learning Difficulty (SpLD) Some examples of specific learning difficulties are:

Dyscalculia:

Pupils with dyscalculia have difficulty in acquiring maths-based skills. This can be especially clear if a pupil performs well in all other subjects. Children with dyscalculia can struggle with spotting patterns and making estimates.

Dysgraphia:

Dysgraphia is a specific learning difficulty that can affect a child's ability to express themselves through writing. Dysgraphia affects fine motor skills. This means that it is often the case that children with dysgraphia can express themselves orally fluently but struggle when writing.

Dyslexia:

Dyslexia is a specific learning difficulty that affects the way that someone processes information. This makes skills like spelling and reading difficult and can affect organisational skills and memory.

Dyspraxia:

Dyspraxia is also known as developmental coordination disorder (DCD). For children with dyspraxia fine and gross motor skills can be difficult to learn. This means that they can show signs of clumsiness and struggle with organisation skills.

Pupils with dyspraxia may also have poor balance, coordination, and spatial awareness, and may try and avoid certain actions like running, skipping, and hopping.

Other children identified as having Cognition and Learning Needs may have more general learning difficulties or disabilities. These are known as global difficulties and include moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD).

Moderate Learning Difficulty (MLD):

Children with MLD may have greater difficulty in basic literacy and numeracy. They may also have speech and language issues. Pupils with MLD are likely to need additional support outside of the National Curriculum.

The effects of having an MLD can also lead to children having lower self-esteem, lower levels of concentration, and under-developed social skills, so it is important that adults watch out for the well-being of pupils as well as their academic achievements.

Severe Learning Difficulty (SLD):

Children with severe learning difficulties are likely to need substantial support in all areas of the curriculum.

Most children with SLD have other needs such as physical, sensory, communication, and interaction needs and social and emotional needs, as well as their cognition and learning needs.

Profound and Multiple Learning Difficulty (PMLD):

Children with Profound and Multiple Learning Difficulties have more than one disability, the most significant of which is a profound learning disability.

Having a profound learning disability and other disabilities significantly affects an individual's ability to communicate and be independent.

Children with PMLD may have difficulties seeing, hearing, speaking, and moving. It is likely that they will have needs in all four areas.

Social, Emotional Mental Health (SEMH):

Children with Social, Emotional, and Mental Health (SEMH) can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and find it difficult to when concentrating on tasks.

For some children, their emotional needs may impact their learning. For example, they may not be able to follow requests such as to sit still with arms folded or stay quiet during lessons. It is important that children with SEMH needs are able to learn in an environment that suits them, for example, they may need to take regular movement breaks, use fidget items, and be given opportunities to move around the classroom or school whilst learning.

Children with SEMH needs may have anxiety. This may be reduced by providing clear routines and explanations of what to expect each day. Children with anxiety may also benefit from being provided with a calm space to go to whenever they need it.

Children with sensory and/or physical needs. Children may be affected physically by different impairments.

Hearing Impairments:

In educational settings, pupils are typically considered to have a Hearing Impairment if they require hearing aids or adaptations to their learning environment in order to access the National Curriculum.

Visual Impairment:

In general, a Visual Impairment is defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery.

In educational settings there are a few different terms that may be used including partially sighted, low vision, legally blind, and totally blind to describe the level of sight a student has and help determine the adaptations that they may benefit from.

Sensory Processing Difficulties:

Children with sensory processing difficulties may be [sensory avoiders, or sensory seekers](#). This can result in them avoiding certain experiences or becoming anxious or overwhelmed by sensory input. It can also cause children to seek out sensory input, for example by making repeated movements, chewing items or fiddling. Sensory processing issues are particularly common among Autistic pupils, and providing a learning environment that meets these needs will enable pupils to learn more easily and improve wellbeing.

Some children/young people need increased support to access learning because:

- They have significantly greater difficulty in learning than the majority of children of the same age,
- They have a disability as defined under the Equality act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

4. What is our Approach to Teaching Pupils with SEND?

The fundamental aim of our school is to ensure all children reach their full potential and demonstrate a love of learning. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning. Quality first teaching takes place in all learning spaces with the setting of high expectations and the provision of opportunities for all to achieve. Provision for pupils is a matter for the school as a whole.

All staff are teachers of all of our pupils. Pupils may also receive support that is additional to or different from the provision made for other children, according to their identified needs. All our teachers take account of a child's individual needs in planning and assessment; they provide appropriate support for communication, language and literacy needs and they plan where necessary to develop children's understanding through the use of all available senses and experiences.

In completing assessments, to consider the whole child, we acknowledge that gifted children also often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

We acknowledge that not all children with disabilities necessarily have special educational needs. All of our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in all aspects of our school curriculum. Our unique approaches to curriculum delivery can be found in Appendix 1.

5. What Activities are Available for Children with SEND in Addition to those Available in Accordance with the Curriculum?

Through our enrichment programme, pupils will have the opportunity to engage in specialist learning opportunities to explore their personal interests for future career opportunities, such as working with animals or learning about childcare. We recognise that it is essential for our pupils to have fun and gain a sense of achievement to improve their emotional wellbeing, and so we plan collaborative experiences to support each pupil to learn new life skills and develop social skills through cookery, Bush Craft, games and sports coaching. Specific opportunities to meet physical and sensory needs are identified by specialists such as Occupational Therapists, and an individual intervention plan will be created for these pupils. Occupational Therapy Intervention programmes are designed specifically to incorporate Physiotherapy and Sensory Diet, including proprioception to support the pupil's emotional regulation, as well as activities to develop Fine and Gross motor skills.

Additional experiences can include digital music, guitar lessons, art, swimming and outdoor pursuits. All of these activities supplement the curriculum experience and foster a motivation to learn and achieve.

6. How do we Adapt the Curriculum and Learning Environment?

Our curriculum provides a depth and breadth of learning and experience for all children and is scaffolded and differentiated to meet their individual needs. Please see our Accessibility Policy on our website for more information about how we differentiate the delivery of our curriculum to meet a range of different learning styles and needs. We ensure that there is a balance of opportunities for pupils to learn and interact with their peers, as well as providing individualised learning programmes where this is the most suitable form of provision to meet a pupil's specific learning needs.

Some personalised learning opportunities may occur through:

- Pupil grouping (e.g. small groups and peer partners)
- Differentiated content of the lesson
- Teaching style (taking into account that children may be visual, auditory or kinaesthetic learners)
- Lesson format (e.g. simulations, role-play, outdoor learning)
- Adaptions to the pace of the lesson
- Provision of alternative recording methods (e.g. scribing, use of ICT/personal Chromebooks, photographs)
- Level of support provided
- Specific learning programmes matching the identified needs of individual pupils.

At Clarity Independent school, we have specialist teachers on staff who are able to assess and develop teaching programmes for our pupils. We evaluate the individual needs of children and ensure the effective use of visual timetables, personalised timetables, prompt/sequence cards as necessary and a variety of different sensory resources. Regular assessments inform the provision on further interventions which may be required, in addition to the strategies outlined above, these are reviewed half-termly. Teachers and support staff lead interventions as well as delivering pre-teaching and post-teaching sessions using assessment for learning information to identify misconceptions.

SEND Intervention programmes are implemented within our school depending on assessed need and the named provision on the EHCP. These include:

- OT Intervention programmes to support the Fine motor skills and Gross motor skills of pupils with physical needs. These are designed and reviewed regularly by our Occupational therapists.
- Sensory Diet programmes, designed and reviewed regularly by our Occupational therapists.
- Specific Learning Difficulty programmes such as Working Memory, Auditory Language and Processing, Listening Skills, Phonological awareness training after assessment by a Level 7 Assessor.
- Maths interventions to enhance number skills such as the Essex Year of Numbers, DIMP, Powerof2.
- Speech and Language programmes after assessment that are delivered by the SENDCo and are reviewed by our Speech and Language therapist.
- Social communication skills intervention programme: 'Talk for Teenagers'.
- Social skills and emotional literacy development programme: 'Language for Behaviour and Emotions.'
- The Interoception programme – delivered by classroom staff under the guidance and monitoring of the Occupational Therapist.
- Pastoral and emotional support throughout the school day, through Keyworker support.
- Memory Skills development to aid learning where needs are assessed.
- Dyslexia support through the use of Specialist designed programmes, DILP, Units of Sound, 'Active Literacy Kit' and 'Precision teaching'. These are assessed, implemented and monitored by Debbie Hanson, Headteacher and Specialist Teacher.
- Counselling and wellbeing therapy delivered by an independent, qualified multi-disciplinary therapist for groups and individuals.

7. How do we Evaluate the Effectiveness of Provision for Children with SEND?

At Clarity Independent school, we have a variety of different approaches to evaluate the impact of provision for our SEND pupils. We have established systems of data tracking which allow teachers and leaders to identify the outcomes of pupils and to respond appropriately to further recommendations and strategies. There is a strong commitment by all staff to ensure pupils secure the best possible outcomes. Pupils, regardless of their starting points, are tracked according to the school's curriculum assessment

framework (which includes both Formative [*teacher assessment*] and Summative Assessment [*formal testing*] measures).

In addition to the school's curriculum assessment framework and the Individual Learning plan (One Plan), pupils' emotional wellbeing will be assessed termly using the Pupils Attitudes to Self and School (PASS) assessment tool and the Strengths and Difficulties Questionnaires (SDQ).

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.
- Annual Reviews.
- Annotated progress updates on 'Active' One Plans.
- Teacher/keyworker feedback and reviews for individual curriculum lessons, summative and formative assessments and end of year reports.
- Daily observations by all staff shared at daily briefing.
- 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. The SLT team are open to feedback from each other. They are accountable to the Headteacher and their monitoring is, in turn, monitored by the Headteacher.

8. How do we Consult with Parents and Involve them in the Education of their Child?

At Clarity we believe that parents are the best source of knowledge when it comes to identifying the needs of their child, so it is vitally important that they are consulted and included in any decision making regarding the provision being offered. This meets the requirements of The Special Educational Needs and Disability Code of Practice: 0 to 25 years.

Parents are also consulted with regard to any disability their child or themselves may have and adjustments that may be necessary to meet the needs of the child or the adult.

We are proud of our strong partnerships with parents and there are opportunities planned throughout the year to ensure that parents can actively engage in the work of our school and their child's learning experiences. Throughout the year there are Parents meetings / calls and open afternoons, parent workshops, charity events and coffee mornings. Parents are invited to review their child's One Plan each term. These plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting. Keyworkers also use this opportunity to share the pupil's Pathway to Success that gives an indication of the academic trajectory the pupil is on based evidence from assessments and teacher feedback.

Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. from the Speech and language therapist or with specialist support teachers). During Year 10, transition to Further Education, training or employment is considered and planned for with parents, the Local Authority SEND Inclusion partner, a Preparing for Adulthood (PfA) advisor from the Children and Young people with Disabilities team, and the identified placement destination. Parents' views are gathered as part of the Annual Review process and throughout the year, to obtain their views about their child's SEND needs and provision and any modifications to this support which may be appropriate.

Parents who have concerns about their child's learning are encouraged to discuss their concerns with the class teacher during the termly One Plan review and the EHCP Annual review consultation meetings, or for more immediate concerns, an appointment can be arranged to meet with the Keyworker / or have a phone call after school via the main school office. (See the Home/School Communication Policy on the school website.)

9. Which External Agencies do we work with?

We also work closely and frequently with External Specialist agencies and always act upon the advice received from them. When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, our school engages with a range of relevant external services. A request for support from external services is likely to follow a decision taken jointly between the school staff and in consultation with parents. Some of these services require the completion of a Children & Families Support hub request form and a Senior Leader will

work in partnership with teachers and parents to complete this. All referrals are reviewed regularly to secure positive outcomes.

The advice and support of the following agencies will be sought in accordance with pupils' needs and EHC plan:

- **Educational Psychologist** – Educational Psychology Service strategies and recommendations are always acted upon within our learning environments.
- **Wellbeing Coach** - The school employs a Multi-disciplinary therapist to work one - two days a week in school, depending on need, to provide individual and group therapeutic support.
- **Speech and Language Therapy** – Therapists may work directly with children in our school or externally and provide support and advice to staff in addressing speech, language and communication needs throughout the school. The school employs a Speech and Language therapist to conduct assessments, plan interventions, deliver therapy where required and monitor progress of pupils identified as requiring that support.
- **Occupational therapy and Physiotherapy** - These services support the school in the implementation of specific programmes and contribute to the monitoring of outcomes for pupils. The school employs an Occupational therapist to conduct assessments, provide advice and therapy programmes, plan interventions and monitor progress of pupils identified as requiring that support.
- **Hearing Advisory service or Visual Impairment Advisory Service** – We seek advice from specialist advisory teachers for children with sensory impairment and work in partnership to ensure a successful learning environment.
- **Essex Locality Manager** - Our school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our pupils.
- **NHS services** - Our school will communicate with, and follow the guidance of, medical practitioners involved with our pupils to ensure that all relevant information is considered when making provision for our pupils.
- **Local Authority SEND Team / Inclusion Partners** - We always work in close partnership with the Local Authority to ensure that the needs of pupils as identified in their EHC plan are followed efficiently and within the timespan set by the Local Authority.
- **Local Authority Attendance Compliance Team** – The team are consulted when early attendance interventions agreed by the school and family are reviewed and are then found to be ineffective in improving attendance. The Local Authority are also consulted when thresholds of absence are reached that should enact a Notice to Improve and Penalty Notices due to ongoing poor attendance.
- **Family Solutions** - Our school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND.
- **Essex Children and Families Hub** - Our school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND.

The external specialist, working in partnership with the school, parents and pupil, may:

- Act in an advisory capacity to refine targets set by the school.
- Extend the expertise of the teaching staff and offer Specific training.
- Provide additional assessment.
- Be involved in supporting the child and family directly.
- Suggest that statutory assessment or changes to the EHC plan is advisable.
- Consult with all parties involved with the child.
- Instruct the school to pursue a course of action in line with Local Authority and DfE guidelines.

10. Admission Arrangements

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

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.

11. Who are the Clarity Independent School Staff Team?

The Clarity Independent School staff, pupils and parents work together to make our school a happy, welcoming environment where children and adults can achieve their full potential and develop as confident individuals. This means that the equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the individuality of children within our school community, thus providing a learning environment that enables pupils to make the greatest possible progress and achieve their full potential.

The staff team have been selected for the wide variety of experience that they can share. The classes are led by experienced teachers and experienced keyworkers (HLTAs and trainee HLTAs) and are supported by experienced TAs. The senior leaders are responsible for updating and ensuring the implementation of school policies as well as supporting staff with the provision for pupils across the school.

The Senior Leadership Team are:

Mrs. Debbie Hanson, Headteacher A qualified teacher experienced in mainstream and SEND schools, early years to adult, Specialist Dyslexia and Literacy teacher and assessor of Specific Learning Difficulties, Deputy designated Safeguarding Lead). *BSc (Hons), QTS, PG Dip (Dyslexia and Literacy), AMBDA, APC, Member of the Dyslexia Guild, Associated member of British Dyslexia Association, Associated member of the SpLD Assessments Standards Committee (SASC)*. Mrs Hanson is a fully qualified assessor and tutor for Dyslexia and Specific Learning Difficulties, having been the proprietor of the Clarity SEN Consultancy Ltd for 6 years.

Mrs. Michelle Deveney, Assistant Headteacher and DSL. A qualified maths teacher with vast experience across a range of SEND provisions. Her roles include Assistant Headteacher, DSL, Curriculum and assessment Lead, Behaviour Lead, Lead Internal Verifier for exams and Quality Nominee. Main qualifications: BA (Hons) in Maths, ICT and Social Science with QTLS, Level 4 Award in the internal quality assurance of assessment processes and practices, Diploma in Computing.

Mr Richard Clow, Assistant Headteacher, SENDCo, Attendance Lead and Exams Officer. A qualified teacher experienced in Primary mainstream and SEND KS2 – KS4.

Mr Clow is a qualified teacher experienced in Primary mainstream and SEND KS2 – KS4, qualifying with a BA (Hons) First Class with QTS. Mr Clow has achieved qualified SENDCo status from the University College London, voted number one in the world for education.

Please see our website for details of other staff working at the school: www.clarity.essex.sch.uk/about-our-staff.

12. How are Staff Trained in Relation to Children with SEND and How Will Specialist Expertise be Secured?

SEND training forms part of the continuing professional development of all teachers and learning support staff and is organised in accordance with the needs of the pupils. This can include direct training from specialist agencies or consultants, our in-house Specialist team (Wellbeing Therapist, SaLT and OT, Dyslexia and Specialist Tutors) as well as from our Senior Leaders or other staff with relevant expertise to share.

Senior Leaders have gained qualifications at tutor level such as Therapeutic Thinking – Principles of Restraint Reduction, SEMH Level 4 and Trauma Perceptive Practice. CPD is then organised so that knowledge and best practice is shared with all staff to improve outcomes for the pupils and their families.

All of our staff are trained First Aiders, and some have received specialist medical training from medical teams to support individual pupils with specific medical needs, such as asthma, epilepsy, diabetes and anaphylaxis.

CPD training is offered regularly in line with the School Development Plan. Specialist information gained through research/training is disseminated via regular meetings provided by the Senior Leaders or any member of staff who wishes to disseminate information to enhance provision.

As a staff team, regular meetings are held to review the provision for individual pupils and provision across the school. This facilitates an atmosphere where all staff are able to contribute to improvements in school provision and all staff are reflective practitioners in a continuous cycle of professional development.

13. How do we Support Pupils Moving Between Different Phases of their Education and through Settling into the school?

All staff have an excellent knowledge of the individual needs of pupils, and this is shared across the whole school community.

Settling-in arrangements and a personalised Settling in timetable will be devised for all pupils transferring into our school. Our Social Story (on the school website) is shared with the family, and a personalised plan may be created, along with keyworker-supported visits planned with the pupil. Social stories and pupil preparations are also used where children transition between class groups or who might have a new Keyworker or Class teacher. Pupils transferring from our school to other schools, Further Education or Training are planned in collaboration between the Teachers, Senior Leaders and the other schools/establishments involved. For pupils moving to Further Education, the school and family will liaise with the Local Authority to involve a Preparing for Adulthood Advisor. Whilst on roll at the school, pupils will receive continued support from our careers advisor who works with the pupils from Year 9 and above.

14. How do we Implement our Accessibility Plan and what are our Future Plans?

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish an Equality Scheme to promote equality of opportunity for disabled pupils, which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils, information gathered over the year and how it was used to inform planning and action. The school holds a register of Special Educational Needs and disability information based on the definition of disability in the Disability Discrimination Act. It is the responsibility of the Class teacher to record any actions taken to involve pupils and the outcomes that have been achieved. The school will also hold a register of disabled employees and make reasonable adjustments to support their working life in collaboration with the individuals concerned. The school seeks to actively involve disabled employees in reviewing information on the effects of our school policies and practices on the recruitment, development and retention of our disabled employees. There is no requirement to gather information on disabled parents however the school seeks to gain a holistic picture of the child, therefore parent views and experiences are requested on induction and throughout the school year to inform the school of ongoing needs and changes for the pupil and family.

Please refer to the Accessibility Policy on our website for further information on how we implement the following areas:

- Increase the extent to which disabled pupils can participate in the curriculum (how we differentiate the delivery of our curriculum to accommodate a range of learning styles and needs)
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to disabled pupils

15. Accessibility Arrangements made and Resources used for these Children and Young People

We are on a one-storey site with easy access across the school. Storage for wheelchairs and other equipment are made as appropriate. All areas of the school ensure appropriate access with good lighting levels and sound reduction to avoid reverberation. Staff will be trained appropriately in the case of pupils with medical needs and liaise regularly with the relevant agencies. Steps are taken to prevent disabled pupils from being treated less favourably than other pupils. Please refer to the Equality Policy on the school website for further information. All pupils have access and opportunities to participate in all school activities without discrimination and through reasonable adjustments.

The facilities provided to assist access to the school by disabled pupils:

- Appropriate lighting levels
- All access is on the ground level
- Sufficient circulation space for wheelchair access.
- Access to 2 disabled toilets on ground level (one includes a shower)
- Wheelchair access ramps are stored and can be deployed at the main exterior doors, should wheelchair access be required.
- Changing room available
- Shower facilities available
- Emergency alarms

Pupils with medical needs support

NHS care plans are written by relevant medical professionals when required. School Individual Health Care Plans (IHCP's) are written with the involvement of parent/carers and Headteacher. Parents and carers are consulted when decisions on personal care and medical needs are required, and advice is sought from the relevant medical professionals, including the Occupational therapist. Parents are invited to attend and contribute to all review meetings. Close links with parents are made to ensure the best care for their child.

Pupils who sustain injuries affecting their ability to engage at school in their normal way will have a Temporary Medical Risk Assessment (TMRA), designed to ensure that all staff are aware of the reasonable adjustments that should be made to facilitate the student in accessing the curriculum and the building

including recreational spaces. In these rare instances, parental consultation and medical advice will be used to inform the risk assessment and safety measures.

16. How do we Handle Complaints from Parents of Children with SEND about the School's Provision?

Complaints are rare and parents report that communication between school and home is purposeful and helpful. However, if there is a cause for concern, parents/carers are encouraged to speak to the teacher or keyworker in the first instance. Should there be no satisfactory resolution, the Headteacher or Assistant Headteacher will become actively involved. If the parent/carer feels that issues have not been resolved by the Headteacher, further steps using the complaints procedure may be followed to enable a satisfactory solution to be reached.

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. Both can be found on the school website.

17. Our Aims for the Future

We have enjoyed a successful year at Clarity Independent School with many of our students demonstrating good progress towards meeting a high percentage of their EHCP outcomes. This has been an integral part of the qualification success experienced by our largest cohort of candidates to date. Parent/carer and pupil feedback, and Local Authority monitoring feedback has been incredibly positive and everyone at Clarity is proud of the progress we have made. We will continue to deliver high quality teaching and learning experiences with a therapeutic approach at the heart of our school, but we are always looking to expand on our opportunities to learn from best practice in similar environments. As part of the School Development Plan, we are working towards developing strong relationships with a network of schools so that we might continue to research ways to improve the provision at Clarity Independent School.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Clarity Independent School, please contact the school office on:

Tel: 01245 408606

Or e-mail us at: admin@Clarity.essex.sch.uk

Our SENDCo Richard Clow will be happy to discuss your enquiry further: senco@clarity.essex.sch.uk

This report will be updated annually by the SENDCo.

18. Useful Links

- <https://www.clarity.essex.sch.uk/> for all our policies
- <https://www.essexsendiass.co.uk/>
- <https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support/essex-local-offer-website>
- <https://www.autism.org.uk/>
- <https://www.nhs.uk/conditions/autism/>
- <https://www.gov.uk/government/organisations/departments-for-education>
- <https://essexfamilyforum.org/>
- <https://schools.essex.gov.uk/>
- 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.familiesinfocussessex.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>)

19. 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.:

- Conversation strategies and Talk for Teenagers Social Communication Programme
- Talk about Social Communication Programme
- The Inference Training Programme for comprehension skills



Coordination

This 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:

- 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. Children also have the included option of learning piano or drums.
- 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.