



Clarity Independent School

Clarity Independent School

Welcome to SEND

2024 – 2025

Our Parent-friendly SEND Policy

and

SEND Information Report

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This document is our combined SEND policy and SEND information report. It tells you how SEND works at our school, and is written for students, parents, and staff. It uses the term “parents” to mean anyone who has parental responsibility.

If you have any questions, please get in touch.

Telephone: 01245 408606

Email: senco@clarity.essex.sch.uk



Welcome to Clarity Independent School

Parent feedback, pupil aged 13

“My daughter has only been attending Clarity since January, but I’ve already seen her confidence improve in her academic ability as well as her overall well-being.”

Clarity Independent School provides a therapeutic approach to learning for 13 students aged 6 to 17 years old, who have an Education Health Care Plan for specific learning needs. Our vision is that we offer every child a refreshed learning experience that changes their lives. Our unique setting allows pupils to learn and flourish in a peaceful, nurturing environment.

Our location:

Clarity Independent School is situated at the end of a driveway along Woodhill Road between Sandon Lodge Farm and Hull’s Lane.



Clarity Independent School

Bridge Farm Barn

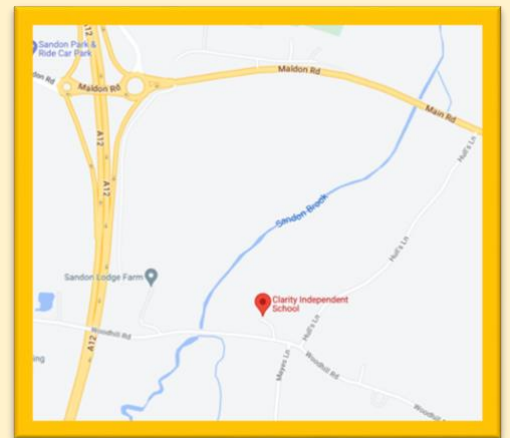
Woodhill Road

Sandon

CM2 7SG

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Look for the driveway next to the large white house, on the crossroads of Woodhill Road and Mayes Lane, with the sunflowers sign.

Meet the SENDCo

My name is Richard (Mr Clow). My role is Special Educational Needs and Disability Coordinator, or SENDCo for short. I am a qualified SENDCo.

I am responsible for overseeing the school’s SEND policy; ensuring that the stated provision meets the needs of the pupils; using a graduated approach to monitor provision and barriers to learning. (See explanation on page 7). I am also responsible for keeping documents up to date and for working with pupils and parents during the year and at Annual Review meetings to make sure that future decisions are supportive and are achievable for the pupils.



What is SEND?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- Behaviour or ability to socialise, for example they struggle to make friends.
- Reading and writing, for example because they have dyslexia.
- Ability to understand things.
- Concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD).
- Physical ability.

(<https://www.gov.uk/children-with-special-educational-needs>)

'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 him or her.' (DfE, 2015)

Some key terms explained:

- **Learning Difficulty:** When a student finds it harder to learn than most students do.
- **Disability:** A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities. (Equality Act, 2010).
- **Special provision:** Support that is extra or different to what is typically provided.

What are our ambitions for the students?

We are ambitious for all our students with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more.

We want them to have the knowledge and skills needed for adult life. We try to think about the long term as well as the short term. In the long term, we want our students with SEND to:

- Have outstanding basic skills (especially in English and maths)
- Have superb social skills
- Thrive in the workplace
- Live a healthy life as independently as possible
- Have the skills to self-regulate and manage their behaviour
- Show respect for self, other people and the environment



Parent feedback, pupil aged 11

"I know that he likes the school and that he feels safe and happy and although he still has 'moments', the number of outbursts from him have lessened quite dramatically. (Name) likes the staff and feels safe with them."

What are the Types of SEND?

We follow government guidelines from the SEND Code of Practice (2014). These guidelines split SEND into four main categories of need:

1. Cognition and Learning (C&L), including:

Learning difficulties;

- Focus, attention or memory difficulties.
- Dyslexia & dyscalculia;



2. Communication and Interaction (C&I), including:

- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g. expressive and receptive language difficulties, selective mutism).



3. Social, Emotional Mental Health (SEMH), including:

- ADHD;
- Anxiety;
- Dysregulated behaviour
- Trauma from adverse childhood experiences (ACEs).



4. Physical / Sensory needs, including:

Physical needs (e.g. cerebral palsy, dyspraxia):

- Deaf or hearing impairment,
- Blind or visually impairment,
- Physical or mobility impairments,
- Sensory processing difficulties.



We welcome students who might have one or more types of SEND and we endeavour to provide a personalised learning experience for each child based on their individual needs. Please contact our SENDCo if you have any questions about the types of SEND or where you can receive any additional support or information. senco@clarity.essex.sch.uk

How do we Meet Students' Needs?



Students who attend Clarity Independent School have Education Health and Care Plans (EHCP's). This can include a variety of SEND that have been shown on page 5. We take an empathetic approach to behaviour management by understanding the root causes of behaviour following the Therapeutic Thinking Principles. Through a consistent process of listening, coaching, reflection and offering strategies, the children develop their ability to self-regulate and manage their own behaviour.

We match the level of support and provision to the student's needs based on the EHCP assessment and any additional assessments. In our SEND setting, students' needs are met with:

- 1) High quality teaching led by the class teacher that includes:
 - Staff who are ambitious for all their students
 - Well planned lessons that are differentiated (adjusted) to engage all students
 - Grouping students based on ability (sets) in key subjects so that every student gets the best level of challenge in their lessons
 - Regular assessment to show that we know when to move on and what to teach next
 - Following advice from the SENDCo, Senior Leadership team and any specialist support services

- 2) Personalised SEND interventions. For example:
 - English, Maths or Science interventions
 - Access to break-out rooms (a calm space to reflect and refocus)
 - Social Stories or Comic Strip Conversations
 - Zones of Regulation training to support pupils to identify their emotional needs and learn to self-regulation through an individualised regulation strategy plan (Sensory regulation toolbox)
 - Person-centred plans (e.g. One Plans, Therapeutic and Regulation Plans, Transition Ladder plans)
 - Occupational therapy
 - Speech and Language Therapy
 - Wellbeing sessions
 - Careers Guidance programmes

Staff Expertise at Clarity



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.

The Senior Leadership Team are:

Mrs Debbie Hanson, Headteacher. She is a qualified teacher experienced in mainstream and SEND schools, early years to adult. Mrs Hanson is a Specialist Dyslexia and Literacy teacher and Level 7 Diagnostic Assessor of Specific Learning Difficulties who had headed the Dyslexia Action Chelmsford Centre, followed by the Clarity Assessments Consultancy Ltd for many years. Her other current roles include: Deputy Designated Safeguarding Lead, Trauma Perceptive Practice (TPP) trainer, Therapeutic Thinking Tutor, SEMH Lead and Exams Head of Centre. Mrs Hanson is the proprietor of Clarity Independent School.

Main qualifications: BSc (Hons), QTS, PG Dip (Dyslexia and Literacy), AMBDA (Associated member of British Dyslexia Association), APC, Member of the Dyslexia Guild, Associated member of the SpLD Assessments Standards Committee (SASC), NPQH.

Mrs Sharyn Ailara, Deputy Headteacher. She is a qualified teacher experienced in Primary mainstream and SEND KS1-KS4 schools. Mrs Ailara is an accredited SENDCo with many years of experience as a class teacher, SEND teacher, SENDCo, Inclusion Manager and Senior Leader in mainstream and Special Needs schools. Her roles include: Deputy Headteacher; Designated Safeguarding Lead (DSL); Therapeutic Thinking Tutor; Behaviour Lead; Curriculum Lead, Assessments Lead.

Main qualifications: BSc (Hons) Psychology, PGCE, Qualified SENDCO Accreditation, NPQSL.

Mr Richard Clow, Assistant Headteacher and SENDCo. He is a qualified teacher experienced in Primary mainstream and SEND KS2 – KS4. His roles include: Assistant Headteacher, SENDCo, Trauma Perceptive Practice (TPP) trainer, Examinations Officer, Attendance Lead, Deputy Designated Safeguarding Lead, Therapeutic Thinking Tutor and SEMH Lead.

Main qualifications: BA (Hons) First Class with QTS, Qualified National SENDCO Accreditation.

Continued Professional Development (CPD) training is offered regularly in line with the School Development Plan.

As specific needs arise, the Senior Leaders approach specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology, Speech and Language, SET CAMHs, Therapists) to seek advice about raising awareness of the specific type of SEND and to enhance knowledge about a specific type of SEND (to enable teaching staff to adapt teaching and learning to meet needs appropriately).

Sometimes, more specific training may be sought directly through specialist agencies.

What is the role of the Key Worker?

Pupils are allocated a Key Worker, who they build secure working relationships with.

Key workers support the pupil emotionally, academically and with self-regulation strategies to manage their emotions and behaviour.

In addition to this, Key Workers are trained by specialists to deliver in-house interventions such as Speech and Language Therapy and Occupational Therapy interventions.

Key Workers also liaise frequently with parents to report on the pupil's progress and achievements.

How do we Assess Pupil Progress?

We assess each student's progress in a variety of ways:

- Core subjects: Reading, Writing, Mathematics, Science. (GL assessment standardised tests)
- End of Unit assessments (Curriculum subjects).
- Readiness to learn assessments: Cognitive Ability, Pupil Attitudes, Emotional Wellbeing.
- Termly One Plan target reviews and EHCP Annual reviews.
- Skills-Based Standardised Cognitive Assessments.
- Specialist Interventions: Occupational Therapy, Speech and Language, Social and Emotional development (SEDAL).



Parents also contribute additional information to help us to make decisions about the support and strategies their pupil would benefit from. For example, this could be a medical report such as an eye clinic report, hearing test report or an Autism/ADHD/Anxiety diagnosis letter. It is always helpful to share this information so that we have a complete and up-to-date awareness of the child and their developing needs.

What is the purpose of assessment?

At Clarity, we believe that demonstrating progress to the pupils is vital for their confidence and self-esteem as they get older. Assessments are a way of showing progress over time. Having a sense of achievement has a positive effect on a child's wellbeing. When a child feels secure and happy, this promotes success with schoolwork and peer relationships. We celebrate achievements through verbal reflections and by displaying outstanding examples of work on the Head Teacher's Award board.

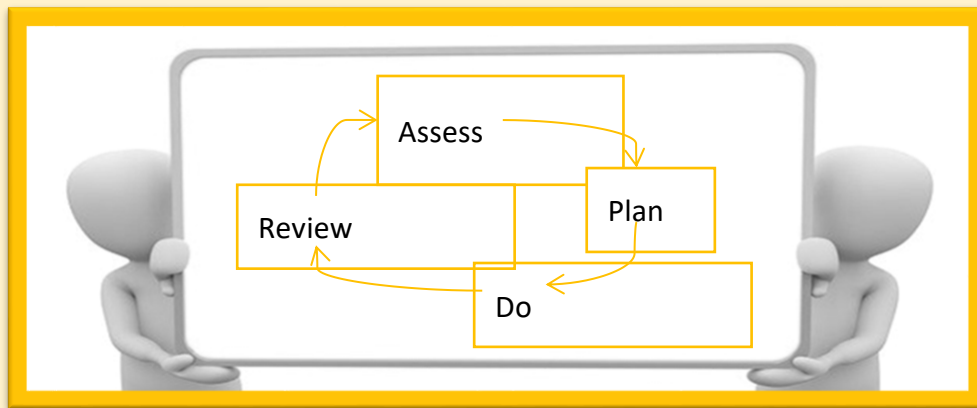




"We are always proud of our students."



What is the graduated approach?



A graduated approach uses a continuous four-part cycle of Assess, Plan, Do, Review.

- **Assess:** We establish what the student's needs are.
- **Plan:** We set targets and agree how we will support the student to meet them.
- **Do:** Everyone follows the plans we've agreed.
- **Review:** We look at how successful the plans were. We then agree on next steps.

A cycle takes one school term and there are three cycles per year known as One Plan Cycles. Interventions can be reviewed and added to or withdrawn as necessary to help the students meet their targets throughout the year. As part of the cycle, other supporting documents will also be updated to reflect the needs of the child such as Provision Maps, Pupil Profiles, Therapeutic Plans, Regulations Plans, Pathways to Success, Risk Assessments and Timetables. Each year, pupils, parents and staff, along with any professionals involved with the pupil, will also be involved in reviewing the pupil's progress towards their EHCP outcomes. These meetings are known as EHCP Annual Reviews.

Parent feedback, pupil aged 11

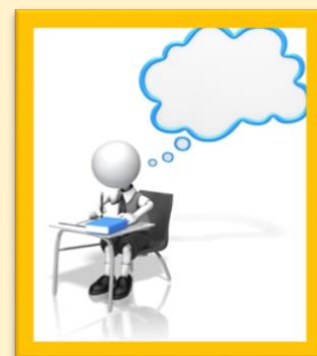
"I have found that (name) is eager to attend school and is happier than at his previous school where I believe he was isolated from others. At Clarity he has made friends and does not feel worried about anything."

Setting Targets for Students with SEND

Students, parents and staff are all involved in setting short-term targets so that everyone knows what we are all trying to achieve. The targets are linked to the long-term outcomes from the EHCP assessment. These targets are broken down into short achievable steps that will be worked on each school term. The graduated approach will be used to review the success of the student at the end of each cycle. This is the One Plan cycle.

The short-term targets are often called SMART targets:

- **Specific:** We say exactly what the next small step is for the student.
- **Measurable:** We say how we will measure progress towards their target.
- **Achievable:** We have big ambitions for students, but it must be achievable.
- **Relevant:** We link it to the student's current needs or barriers to learning.
- **Time bound:** We aim to achieve targets during one cycle.



Understanding Targets

The targets are made up of the five elements of SMART and so contain useful information to direct the adults working with students. To aid the students in understanding what they are working towards and the steps they need to achieve their targets, the One Plans will display a 'Pupil' version of the SMART target that staff will help the children to understand and remember.

The Role of Students

We expect students to work hard so that they achieve their full potential. They must set the very highest standards for themselves.

As the students are at the heart of what we do, it is important that we listen to their views as this can help us unlock even better progress. Collecting their views includes:

- Pupil voice on academic learning behaviours and progress.
- One Planning comments on what works, what doesn't work.
- Pupil views – all about me.
- Behaviour reflections.
- Daily conversations.
- One-to-one wellbeing sessions.

The Role of Parents

Parents play a crucial role in helping student's achieve successful outcomes.

- Parents' knowledge helps us to get a shared view of a student's needs.
- Parents tell us what works well at home (these approaches can help us adjust school life).
- Parents attend termly SEND Reviews so their student's progress is reviewed as a team.
- Parents support the school ethos.
- Parents attend parent conferences and open day activities.
- Parents use ideas from school to help the student at home.
- Parents are just as ambitious for their young person as we are.
- Parents communicate changes in circumstances and behaviour that might impact on a student's ability to learn and flourish.

At Clarity, we firmly believe that a strong relationship between home and school will achieve the best outcomes for our young people. It is vital that communication between parents and staff is open, respectful and consistent. Parents can refer to the Home School Communication Policy on the school's website: <https://www.clarity.essex.sch.uk/> for further information or contact the SENDCo for additional information.



Support Information for Parents

At Clarity, we understand that having a child with SEND can raise many questions and concerns. We try to support parents with clear, useful information. It is helpful for parents to know that there are other ways to gain help and support.

SEND IASS: <https://www.essexsendiass.co.uk/>

SEND IASS is an independent team that provides advice and support for parents. Their service is free and help can include:

- Details of local support groups
- Advice on SEND laws
- Help to prepare for meetings
- Help to solve disputes

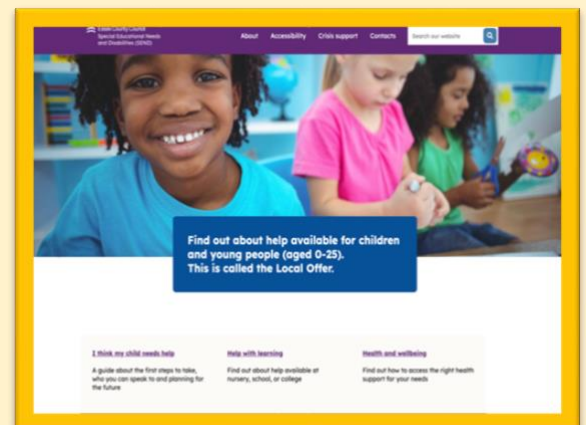
Parents can get in touch for themselves. The service is also free for students aged 16+, who can ask for support directly from SEND IASS all the above issues.



The Local Offer: <https://send.essex.gov.uk/>

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services
- Health services (e.g. contacts for the NHS speech and language team)
- Special schools
- Leisure activities (e.g. SEN sports clubs)
- Contacts for SEN charities



Transitions To and From School

We understand that moving into a new school or moving to a new education setting such as a college can cause anxiety for both pupils and parents. After the placement at Clarity has been agreed, a settling-in plan will be created, which begins when your child comes on roll, to ensure that pupils' needs are met, so they can begin on a part-time timetable, if necessary, before moving to a full-time schedule when they are settled. During this initial period, staff and pupils will get to know each other and pupils will complete baseline assessments, allowing us to generate personalised academic and behavioural pathways that meet the needs of the child or young person. Pupils will work towards achieving a Green Pass that demonstrates their ability to act and respond safely with the supervising adults so that they can participate with offsite curriculum opportunities such as swimming, Danbury Outdoors and school trips.



Post 16 Options and Careers

Pupils moving to post 16 settings will have guidance and advice from the Directions Careers Guidance Advisor who visits the school half-termly to support transitions to college and further education, to introduce future career opportunities and to help pupils to formulate a career pathway plan. In addition to this, the Local Authority link advisor for Transitioning into Adulthood will meet with the pupil, parent(s) and staff to ensure a consistent approach is taken and the needs of the child or young person are considered.

Can we Access Specialist Help?

Yes. Some students have needs that are very specific or complex. Therefore, we work with Specialist support services to benefit from their advice. You may sometimes hear support services referred to as “external agencies”.

Support Services we work with include:

- Educational Psychology Service (EPS)
- SET CAMHS
- Wellbeing coach (Multidisciplinary therapist)
- Autism Advisory Services
- Occupational Therapists
- Speech and Language Therapists
- ESSET Therapeutic Thinking Advisor (Therapeutic approach to managing Behaviour)
- Deaf and HI Team / VI Team
- Education & Welfare teams
- Essex Children and Families Hub
- Essex Early Help Team
- Directions Careers Guidance Advisory service
- Preparing for Adulthood (PfA) Advisor
- Children and Young People with Disabilities Service

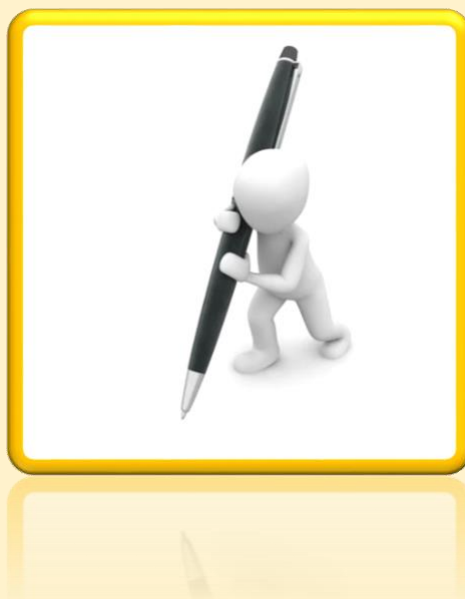


With the advice and support set out in each pupil’s EHCPs, combined with the additional support of the advisory services above, we meet the majority of pupils’ SEND needs within school through their individualised programme. This is because our staff have the training and skills to adapt classrooms and lessons to meet their needs.

If we think we need additional advice from a SEND support service or medical professional, we will discuss this with the student’s parents and seek their consent before proceeding.

Support services provide advice and training to our teachers or the SENDCo. Teachers make sure advice is faithfully followed and the SENDCo monitors this.

School Policy Information



Policies are statutory requirements in educational settings. That means that the law says we must have a SEND policy and a SEND information report. The DfE say that these can be a single document, but we have created them as separate documents. Although this booklet contains relevant information from both the SEND Information Report and SEND Policy, the full policies can be accessed on the school website: <https://www.clarity.essex.sch.uk/>

Evaluating our SEND Policy

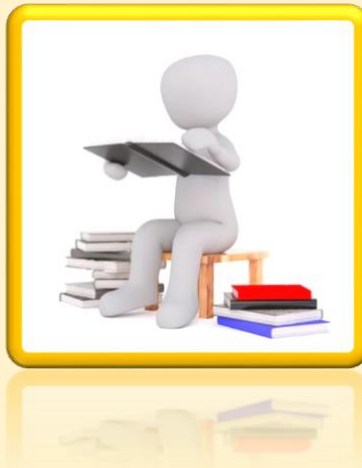
Our SENDCo & Leadership Team regularly review and evaluate our policy. They use five ways to judge how well our SEND policy is working:

- Monitoring how well students with SEND meet their targets
- Regular reviews of interventions with staff
- Leadership team visits to observe lessons and monitor student's work
- Listening to the views of students, their parents and staff

Reviewing this Booklet

Our SENDCo reviews the policies and booklet annually to ensure that the information is up to date and relevant. Amendments will be made as legislation or school procedures change.

SEND Laws and Guidance



If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice 2014

This is the Government's SEND rulebook. You can find it here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Equality Act 2010

This 2010 law sets out our duties to make reasonable adjustments for those who have disabilities. It protects people from discrimination. Find out more here:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

The Children & Families Act 2014

This 2014 law outlines our duties for students with SEND. You can find it here:

<https://www.legislation.gov.uk/ukpga/2014/6/contents>