



SEND Information Report

**Bridge Barn Farm
Woodhill Road
Sandon
Chelmsford
CM2 7SG**

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 care-givers to keep children safe."

Clarity Safeguarding Policy September 2022

Written by Sharyn Ailara
Deputy Head Teacher/SENCo

This is version [5]
Written: 27.9.19
Updated Date: 24.12.22
Name: Richard Clow – SENDCo
Next review date: September 2023

Introduction

Clarity Independent School is a SEND school for 12 children with identified moderate learning difficulties or specific learning difficulties. The school caters for a wide range of Special Educational Needs (SEN) for both boys and girls between the ages of 6-16 years.

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 2022-2023.

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. The SEND Code of Practice describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. SEND support can be put in place to help overcome the difficulties that a child may have. Most pupils at Clarity Independent School will already have an Education, Health and Care Plan (EHCP). All pupils are initially offered a trial 'Assessment placement' on a temporary basis for up to two terms, to ensure Clarity is the best fit for all parties.

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.

Pupils will have been through a rigorous assessment process to gain an Education Health Care plan (EHC plan) 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, keyworkers, parents/carers and the learners themselves are all involved in a continuous Assess-Plan-Do-Review cycle.

Pupils will be regularly assessed according to their progress and attainment for academic learning; social, emotional and mental well-being; social skills; 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.

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 EHC 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 available on the website).

What types of special educational needs do we ensure effective provision for?

Our school is an inclusive school where every child matters; we aim to address children's 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.

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

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.

Needs we cater for:

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' below). We specifically cater for children needing a quiet, nurturing environment. Clarity Independent School caters for a wide range of Special Educational Needs (SEN):

- Cognitive and learning needs
- SpLD (specific learning difficulties) e.g. dyslexia, memory / processing difficulties, auditory processing difficulties etc. / ADHD
- MLD (moderate learning difficulties)
- Behavioural, emotional and social development needs (relating to their SEN)
- 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 school's SEND Offer is on our school website. Our school also contributes to the Essex Local Offer, which can be found at: <http://www.essexlocaloffer.org.uk>

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. A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements. 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. Pupils will also be assessed by Specialist assessors according to previously identified specific learning difficulties or new and emerging potential difficulties.

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.

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. Collaborative experiences to learn new life skills and develop social skills are available through cookery, and Bush Craft. Further opportunities to meet their physical and sensory needs as identified by specialists such as physiotherapists, occupational therapists and Educational Psychologists include music, guitar lessons, trampolining, swimming, climbing, balancing and visiting indoor and outdoor play areas. All of these activities supplement the curriculum experience and foster a motivation to learn and achieve.

Occupational Therapy Intervention programmes are designed specifically to incorporate the Physiotherapy and Occupational therapy care plans of individual pupils, as well as incorporating Sensory Diet activities focussed on Sensory movements, Emotional regulation, Fine motor skills and Gross motor skills.

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 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)
- Support level provided
- Specific learning programmes specific to 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 and identifying misconceptions.

SEND Intervention programmes implemented within our school 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.
- Maths interventions to enhance number skills, DIMP, Powerof2.
- Speech and Language interventions focused on specific Speech and Language Care programmes planned and reviewed regularly by our Speech and Language therapist and delivered under the guidance of the Speech and Language therapist.
- Social communication skills intervention programmes: 'Talkboost' and 'The Social Use of Language Programme'.
- Zones of Regulation training.
- The Interoception programme – delivered under the guidance and monitoring of Occupational therapists.
- Pastoral and emotional support throughout the school day, through 1:1 Keyworker support.
- Memory Skills development to aid learning.
- 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, Head Teacher and Specialist Teacher, and Mrs Yasruddin (Dyslexia Specialist Teacher and Head of Science).
- Lego Therapy / Skills Builders to promote social communication and cooperative learning.
- Counselling and Art/Play therapy delivered by an independent and qualified Multi-disciplinary therapist for groups and individuals.

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 this, each SEND pupil has an Individual Learning plan ("One plan") to measure their progress and achievement. Interventions are assessed, both pre and post intervention to ensure the effectiveness of the provision is matched closely to pupil needs.

Within the first half term of arrival, pupils (if required in accordance with their EHCP or identified needs) will be assessed by Mrs Hanson, Head Teacher, 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).

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).

Monitoring, target setting and progress are discussed at termly intervals with the input of key staff, pupils and parents during One Plan meetings. Progress across a year in accordance with EHCP targets are discussed during Annual Review meetings. End of year reports are also provided for parents to share the assessment and personal progress information of each pupil.

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 [OP] each term. These plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting. Parents may be invited into school, or to a virtual meeting via TEAMS, to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of their child's needs.

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, Educational psychologist or with specialist support teachers). The progress of children holding an Education, Health and Care Plan is discussed at their annual review (as well as the termly Parents' consultations). During Year 10, Annual Reviews, 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 are encouraged to refer to the Home/School Communication Policy (available on the website) for any additional communications.

External Agencies

We also work closely and frequently with External Specialist agencies, actively seeking their advice 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 two days a week in school 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.
- **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.

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. Our child-centred provision gives pupils the tools and resources that enable them to access the relevant curriculum and allows pupils the opportunity to follow a curriculum tailored to meet their learning needs, develop life skills, and their self-confidence as a learner.

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 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, Head Teacher (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. Sharyn Ailara, Deputy Headteacher (Qualified teacher experienced in Primary mainstream and SEND KS1-KS4 schools, Qualified SENCo, Designated Safeguarding Lead, Essex Steps Tutor. – *Bsc (Hons), PGCE, Qualified SENDCO Accreditation*. Mrs Ailara is an accredited SENDCo and qualified teacher with many years of experience as a class teacher, SEND teacher, SENDCo, Inclusion Manager and Senior Leader in several mainstream schools and also in Special needs schools.

Mr Richard Clow, Assistant Headteacher and SENDCo. (Qualified teacher experienced in Primary mainstream and SEND KS2 – KS4. *BA (Hons) First Class with QTS. Qualified SENDCO Accreditation*.

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 also recently been awarded qualified SENDCo status.

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 training from specialist agencies or consultants, our in-house Specialist team (Wellbeing coach/Therapist, SaLT and OT, Dyslexia and Specialist Tutors) as well as from our Senior Leaders or other staff with relevant expertise to share.

At Clarity Independent School we work closely as a team with staff, pupils and parents to provide general support and advice for example with regard to the implementation of specific programmes, creation and monitoring of One Plans and tracking outcomes of our pupils. We also work with the external specialists involved with our pupils and families to implement the advice and strategies identified in the EHC plan.

All of our staff are 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 specific needs arise the Senior Leaders approach specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology, Speech and Language, EWMHs, Therapists) to seek advice about raising awareness of the specific type of SEND and to enhance knowledge about a specific type of SEND (in order for the class teacher or Keyworker working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately). Sometimes, more specific training may be sought directly through specialist agencies.

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.

How do we support pupils moving between different phases of their education and through transition?

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

Transition arrangements and a personalised Transition Plan will be devised for all pupils transferring into our school, or 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. A transition Social Story or personalised ladder plan may be created and keyworker-supported visits will be planned with the pupil.

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 their views through their involvement with the school.

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

Access 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. As a newly built school, 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. 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 bed available.
- Shower facilities available.
- Emergency alarms.

Engagement with education and medical needs support

NHS care plans are written by relevant medical professionals when required. School Health care plans are written with the involvement of parent/carers and a Senior Leader. 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.

How do we handle complaints from parents of children with SEND about provision made at our school?

We hope that complaints about SEND provision will be rare, however, parents/carers are encouraged to speak to the teacher or keyworker in the first instance. Please see our Complaints Policy for more information (website). Should there be no satisfactory resolution, the Head teacher or Deputy head teacher will become actively involved. If the parent/carer feels that issues have not been resolved by the Head teacher, further steps of the complaints procedure may be followed to enable a satisfactory solution to be gained.

Looking to the future

Although our experienced and committed staff deliver high quality teaching and learning experiences with a therapeutic approach at the heart of our school, 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:

Tel: 01245 408606

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