



Special Educational Needs (SEN)

Committee Responsible	Pupil Achievement & Curriculum
Status	Statutory
Review Cycle	Annually
Date written/last review	November 2019
Date of next review	November 2020



SPECIAL EDUCATIONAL NEEDS (S.E.N)

Basic Information about the School's Special Education Provision

Clarendon School is a place of learning for everyone

Every pupil has an entitlement to a broad and balanced curriculum which includes the National Curriculum, promotes pupils' cultural, mental, moral, physical, spiritual and social development (including British values) and prepares them for adult life.

The special needs policy will ensure that the Governing body make provision for the special needs of its pupils through raising the level of awareness and giving regular opportunities for debate during the annual review of the policy. The Governors will monitor the provision through regular reviews and reports from the Headteacher and staff, Governors' sub-committees and observations during visits to the school.

The objectives of the governing body in making provision for pupils with special educational needs, and a description of how the governing body's special educational needs policy will contribute towards meeting those objectives.

The Governors, with the co-operation of parents / guardians, staff and other agencies will ensure that the school;

1. Provides a broad and balanced curriculum including the National curriculum, differentiated to meet individual pupil needs and which ensures each pupil makes good progress according to their ability.
2. Provides a stimulating teaching / learning environment.
3. Promotes self-esteem, confidence and effective interpersonal skills.
4. Promotes, at every opportunity, integration with other schools, colleges and the community.
5. Promotes the professional development of all staff to enhance their contribution to good practice within the school and education in general.



The kinds of special educational needs for which provision is made at the school

Clarendon has been designated to meet the needs of pupils with Moderate Learning Difficulties (M.L.D.) between the ages of 4 and 16. The majority of pupils have other complex needs in addition to their moderate learning difficulties. There are 140 places for pupils who have education, health and care plans. The school has 50 primary places available at the Primary Centre in Hampton, and 90 secondary places available at the Secondary Centre in Twickenham.

The Gateway Centre, also managed by Clarendon but co-located with Twickenham School, has been designated to meet the needs of pupils with Autistic Spectrum Conditions (ASC) between the ages of 11 and 16, supporting those pupils within a largely mainstream setting. There are currently 20 places for pupils who have statements of Special Educational Needs.

Clarendon became an Academy in October 2016, forming the Auriga Multi-Academy Trust with Strathmore, Richmond's SLD school. A third Trust school, Capella House School (for pupils with Speech, Language and Communication Difficulties) opened in 2019.

Facilities for Pupils at the school including facilities which increase or assist access to the school by pupils who are disabled.

The Primary Centre has five teaching classrooms, a gymnasium/main hall, a dining hall and dedicated outdoor playspace. The centre is single storey and accessible throughout.

The Secondary Centre has 9 teaching classrooms, an Art room, DT lab, Drama & music studio, a science laboratory, a gymnasium/main hall, life skills/food technology room, dining hall and multiple therapy rooms. The school is on three floors with wheelchair access to all areas. The Centre is co-located with a mainstream secondary school and Capella House School's secondary centre.

Information about the school's policies for the Assessment and Provision for all Pupils with Special Educational Needs

The school's Assessment and Record Keeping Policy is reviewed tri-annually or more regularly as necessary. All schemes of work have details of integral assessment opportunities. Record keeping is in place for all subjects, with records for maths and English being most detailed. Data from formal assessments (e.g. SATs (both statutory and voluntary), standardised reading tests, spelling tests, maths tests etc.) is analysed and compared to that from other schools and other cohorts, informing our target setting process. This information is reported to Governors and Trustees annually and to parents/guardians in line with statutory requirements.



How resources are allocated amongst pupils

At Clarendon most classes have approximately 12 pupils and 1 teacher. Two mixed age classes of six to eight pupils cater specifically for pupils with more complex needs or those who have more severe learning difficulties. Our youngest pupils are in a class of no more than 8 pupils. All classes have at least one teaching assistant. Some pupils have additional individual teaching assistant support, depending on need.

At present, funding allows full time teachers for PE and design & technology, 0.1 French teacher, 0.6 music/drama teacher, 0.4 dance/yoga teacher and additional teaching time to offer specific interventions. There are three additional cover supervisors who have a broad teaching role throughout the school.

The special educational needs of all our pupils are met by having such a high staff:pupil ratio along with many opportunities for small group teaching. Specifically targeted support, additionally funded by governors, allows us to teach smaller ability set groups in maths, to target pupils making less than expected progress and to provide additional teaching for pupils in receipt of the Pupil Premium.

The Governors decide on capitation allowance when approving the budget. The School Leadership Team allocate the money based on the School Development Plan for curriculum areas and pupil numbers for Key stage resources and activities.

The current allocation of devices is 1:2 pupils at Primary, and 1:1 at Secondary. Primary pupils have access to trolleys of laptops and sets of iPads. All Secondary pupils have a chromebook, all of which have touchscreens. All teaching spaces have an interactive whiteboard.

How the needs of pupils are identified and reviewed

All pupils at Clarendon School or at The Gateway Centre have Education, Health and Care plans which are reviewed annually. Targets are set as part of this process. Additional assessment identifies changing needs which are addressed through pupil profiles (and/or through IBP's). These are ongoing documents and are shared with pupils regularly and with parents at termly parent meetings.

Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum)

Our school is inclusive, and all pupils have full access to the curriculum regardless of their educational, medical, sensory or physical needs, gender, cultural or religious differences or ethnicity.



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All class teachers are curriculum co-ordinators. Each curriculum area has a scheme of work for each year group throughout the school. Curriculum co-ordinators and senior leaders monitor resources, the delivery of the curriculum and its continued development to ensure coverage, breadth, balance, continuity, progression and differentiation to ensure each pupil gains access to his/her entitlement. Heads of Centres report to the Headteacher at School Leadership Team meetings.

Curriculum co-ordinators ensure that programmes of study from the National Curriculum and from Clarendon's broader curriculum (which includes Life Skills) are covered. Schemes of work are reviewed regularly to meet the needs of changing cohorts. Class teachers are responsible for ensuring access through appropriate differentiation and support. These documents are on-going and are reviewed very frequently.

Parents have the opportunity to review and discuss individual targets at regular parents' meetings.

How the Governing Body evaluates the success of the education which is provided to pupils at the school

The Governing Body monitors pupil progress through regular briefings by staff to the Pupils Achievement and Curriculum Committee. After discussions with teaching staff, they publish targets for English and maths for Key Stages 2 and 3, and accreditation goals for Key Stage 4. Such targets are realistic yet challenging, and aim to ensure that progress for pupils shows value-added in addition to 'adequate progress' as defined by the Code of Practice.

Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils concerning the provision made at the school

Parents should, in the first instance, contact the Executive Headteacher if they have complaints about the provision within the school. Should the issue need further consideration, any member of the governing body may be contacted to advise how the complaint might be taken forward. A list of governors and their contact numbers is available from the school. A copy of the Complaints Procedure is available on the School's website, and on the Auriga Academy Trust website.

Information about the schools staffing Policies and partnership with bodies beyond the school

On recruitment all staff have to have had experience in working with pupils with Special Educational Needs or demonstrate an interest through extra curricular or out of school activities. All teachers must lead a curriculum area and have the skills and knowledge to teach a wide range of subjects. The school takes its training role very seriously and each year mentors / tutors students and student teachers from a range



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of local colleges. The school has close links with National advisory bodies, such as SENJIT, who provide help and advice where necessary.

Any arrangements made by the Governing Body relating to in-service training for staff

The Governors have agreed a staff development policy. The aims of the staff development policy are to ensure that staff are able to carry out the role for which they are contracted as formalised in their job description and to equip them for future professional and career development.

The school values the development of all its staff to improve continually the quality of teaching and learning. All staff attend child protection & safeguarding training regularly and the class-based staff attend Team Teach (de-escalation and physical intervention) training on a rolling programme. Teaching Assistants and some teachers receive ongoing specialist first aid and medical training. The Governing Body make a budget available for INSET. This addresses training in line with the Schools Development Plan and specific training on special educational needs issues.

Use made by teachers and facilities from outside the school, including links with support services

Teachers liaise with mainstream colleagues through subject panels and locality groups.

The school's full-time Family Partnership Worker works to support parents, and to signpost to external support where necessary.

Four counsellors/psycho-therapists/mentors work in the school with students for a combined total of 4 days each week.

The leadership team work closely with a group of similar MLD schools from Kensington and Chelsea, Hammersmith and Fulham and Westminster and, increasingly, with the other Richmond and Kingston Special Schools in order to ensure consistency of provision and to moderate internal judgements.

The school, in partnership with The School and Family Works and charitable funders, provides Family Therapy for up to 7 families using the Marlborough Family Therapy model.

The school buys additional support from the Educational Psychology Service to provide support for pupils and advice for staff as appropriate. The school funds an educational psychologist to work in school with our pupils and staff for one day each week.



The role played by parents / Guardians of pupils

Parents' comments are included as part of the annual review process. Education, Health and Care Plans are reviewed and revised in partnership with parents and amendments made where necessary. At primary parents discuss their son or daughters' IEP at termly parents' evenings. Home / school diaries and homework diaries are used as a means of communication. Parents have helped create a home / school agreement. Annual workshops are held to address issues identified by the school or parents (e.g. dealing with inappropriate behaviour).

Parents are welcomed to attend coffee mornings/workshops and special occasions; a member of the Headship Team is available each morning between 9 and 9.30 to discuss urgent issues.

The school works closely with Social Care teams, in particular the 'Children and Families (Disabled Children) team. Information about SEND Family Voices, Mencap, Me Too and Co etc. is distributed to parents by the school. A youth club for young people 14-24 with Special Educational Needs is held weekly at the school. This is managed by the Headteacher. The school has also set up a Saturday club for pupils, held at a venue in Twickenham and funded through Crossroads.

Any links with other schools, and arrangements for managing the transition of pupils between schools or between schools and the next stage of life or education

A proforma has been developed to request specific information for pupils coming to Clarendon to ensure that individual needs will be fully met as soon as possible. Clarendon staff visit units to see new children in current settings before transfer. Unit staff bring children to visit Clarendon prior to transfer. Whenever possible staff visit feeder schools before pupils transfer.

The school has close links with local schools who provide integration opportunities for Clarendon pupils. Clarendon staff provide outreach and advice to mainstream schools on special educational need issues.

In the final year of schooling pupils attend a link course one day each week at Richmond-upon-Thames College. In years 10 and 11, students may have increasing contact with their Local Authority advisor, who may also attend their transitional review. Work-place visits and work experience placements are arranged in both Year 10 and Year 11.



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Links with child health services, social services and educational welfare services and voluntary organisations which work on behalf of children with special educational needs

The school receives 4 days speech and language therapy input each week and half of one day each week of Physiotherapist time through an LA commissioning process. The school now directly employs a full-time Occupational Therapist, and also provides 2 full-time Specialist Occupational Therapy Assistants. Some pupils are monitored by the sensory impairment team.

A school doctor conducts medicals in school when necessary. A school nurse monitors the health of some students on a regular basis and provides an occasional drop-in clinic. The school has two full-time Health and Wellbeing Assistants and an ELSA trained TA.

An Education Welfare Officer visits the school half termly to check registers and discuss attendance issues. The school's attached School Improvement Partner provides advice and support on a wide range of Special Needs Issues.

This policy was developed and reviewed by staff and Governors and will be reviewed each year.