



Clarendon School SEND Information Report 2022

- **The kinds of SEND that are provided for:**

Clarendon School is for pupils aged 4-16 who have an Education Health and Care Plan (EHCP) and whose main presenting need relates to a moderate learning difficulty. Pupils may also have additional complex needs (for example, Autism Spectrum Disorders)

- **Arrangements for consulting parents of children with SEND and involving them in their child's education:**

Pupils at Clarendon will already have an EHCP as a result of their special educational needs. The Plan details the child's specific needs and what the school will need to do to meet them. The EHCP is reviewed annually, and parents are invited to contribute to this review. In addition, there are termly parent meetings with staff at which issues and concerns can be raised, and open regular channels of communication via text, email, telephone or notes home are established and encouraged.

- **Arrangements for consulting young people with SEND and involving them in their education:**

Pupils at Clarendon will already have an EHCP as a result of their special educational needs. The Plan details the child's specific needs and what the school will need to do to meet them. The EHCP is reviewed annually, and the children and young people are invited to contribute in writing prior to this review, and in person at the meeting. Annual targets and objectives, as well as shorter term goals, are clearly communicated with pupils so that they know the next steps needed to improve and make progress.

- **Arrangements for assessing and reviewing pupil's progress towards outcomes:**

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. The school monitors the individual's development and progress in comparison to their peers, data collected and aggregated from similar local schools and any available national data, using standardised testing and teacher assessments.

- **Arrangements for supporting pupils moving between phases of education and preparing for adulthood:**

Our pupils leave the school at the end of Year 11 and go on to other school or college placements. Throughout year 11 pupils take part in a college placement for one day each week to prepare them for this transition. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. For pupils making the transition from our Primary to Secondary Centres at the end of year 6, we have a transition programme throughout the summer term to ensure pupils are prepared for their new environment. Pupils starting at the Secondary Centre from other settings are invited to a transition day in July to prepare them - this can be extended if required.

Pupils in Year 10 have a one week block of work experience, and there are a further two weeks for pupils in Year 11. The school works closely with other agencies to provide advice and support for college placements and careers advice.

- **The approach to teaching pupils with SEN:**

Pupils at Clarendon are taught in small classes (usually about 12 pupils) by their class-teacher, with additional support staff as necessary. At secondary, some specialist subject teaching is introduced, and pupils will either follow a formal curriculum route, or a semi-formal curriculum route for those with more complex learning needs. There is an emphasis throughout the school on the teaching of life skills and skills needed to achieve as much independence as possible.

- **How adaptations are made to the curriculum and the learning environment of pupils with SEN:**

The curriculum is under constant review to ensure that it remains accessible for all pupils. A broad and balanced curriculum (including the subjects of the national curriculum) is offered alongside a life skills curriculum which aims to promote independence and the skills needed for pupils as they move to adulthood. The Primary and Secondary Centres have been designed specifically for our pupils. They provide a low-arousal environment with limited sensory stimuli. Close attention has been given to acoustics and lighting. Individual workstations are available for pupils that need them.

- **Additional Support for learning that is available for pupils with SEN:**

Clarendon has a large team of Teaching Assistants who support the teaching staff in the delivery of thoroughly differentiated lessons. Some have specialist training in the delivery of specific interventions which are offered to individuals and/or small groups. Additional individual or small group interventions are also available for pupils making less than expected progress - these are usually offered by qualified teaching staff.

- **The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured:**

Staff have regular training in specific pedagogical approaches (for example in the teaching of children and young people with ASD - Teacch and Scerts). We have a number of staff with specific training and expertise, including a dyslexia specialist, Team Teach trainers and a Makaton trainer. We are also able to call on the expertise of other professionals working within the Auriga Academy Trust. The school has one day per week of additional Educational Psychologist time, and therapists who work alongside teaching staff to ensure that lessons are accessible to all. The school is currently working towards Attachment Aware status.

- **How equipment and facilities to support children and young people with SEND will be secured:**

The school works in close co-operation with Achieving for Children (AfC), and with health services who fund any larger pieces of specialist equipment required by individual pupils. Both centres are DDA compliant, with height adjustable tables and workstations available in classes and specialist rooms. Smaller items of equipment required by pupils to enable equal access to learning (including, for example, ProLoquo communication devices) are funded by the school.

- **How the effectiveness of the provision made for pupils with SEND is evaluated:**

As all Clarendon pupils have an EHCP for their SEND, we are constantly reviewing the provision we make to ensure it remains of the highest quality. Outcomes are analysed to ensure that no individuals or groups are underperforming. The school commissions a School Improvement Partner from AfC who visits regularly and who, alongside Governors and Trustees, provide appropriate challenge for the leaders in the school. Parents and pupils are asked at Annual Review if they are satisfied with the provision made by the school. Ofsted judged the school to be outstanding in all areas in 2014 and again in 2019.

- **Support for improving emotional and social development:**

Both sites have a member of staff responsible for the health and well-being of pupils, including their mental health. There are trained Emotional Literacy Support Assistant (ELSA) staff on all sites. The school also funds counselling, art therapy, family therapy and mentoring for pupils (see below). The PSHCE, RSE and Life Skills curricula are regularly reviewed to ensure that we are developing the emotional and social skills of our pupils. The school has a robust anti-bullying policy, and the School Council takes an active role in promoting this in all we do.

- **How the School involves other bodies, including health and social care bodies, LA support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families:**

The school employs a full-time Family Partnership Worker whose role is to support parents and families. Speech and Language, Occupational and Physiotherapists work with parents to ensure that the plans put in place at school are known and understood by families. The Designated Safeguarding Lead (DSL) works with the social care team to ensure that support is given to those

who need it. The school provides counselling and Art Therapy to pupils requiring this additional support, and also offers Family Therapy (in association with the School and Family Works). The LA school improvement partner supports the school with advice and challenge, visiting at least termly.

- **The arrangements for the admission of disabled pupils, the steps we have taken to ensure to prevent disabled pupils from being treated less favourably than other pupils and the facilities we provide to help disabled pupils access the school:**

Pupils with a disability follow the same admissions procedure as all other pupils (since, as a special school, all pupils have SEND).

Our new school buildings were both completed in 2018, and were designed to take into account the complex needs of our pupils, including those with a disability.

Both Centres are DDA compliant and accessible to wheelchair users or those with sensory impairments. The primary centre is single storey, with step free access throughout, a hygiene room and accessible toilets. The secondary centre is on three storeys, with automated doors, lifts, a hygiene room (with hoist) and accessible toilets.

Clarendon School's Accessibility Plan can be found on our website under policies, on the school information tab.

If parents would like more information about support services, have concerns or wish to complain about the provision made at the school, they should first contact the Head of Centre:

Clarendon Primary Centre

Mrs Angela Mason
amason@clarendon.richmond.sch.uk

020 8941 2623

Clarendon Secondary Centre

Mr Michael Sinanan
msinanan@clarendon.richmond.sch.uk

020 3146 1441

If they are unhappy with the response, they should then contact the Executive Headteacher, Mr John Kipps at jkipps@clarendon.richmond.sch.uk or on 020 3146 1441. A copy of the school's complaints procedure can be found on the school website.

For further information on the school's contribution to the local offer, please visit the website at www.afcinfo.org.uk/local_offer