Special Educational Needs and Disabilities Policy

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1. SEND definitions

Definitions of special educational needs (SEND) taken from the Special educational needs and disability code of practice: 0 to 25 years

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special education provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Four broad areas of need are identified in the Code of Practice:

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory and or physical needs**

The current legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEND Code of Practice also accompanied this legislation with the latest update produced in May 2015.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with an Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The Essex Local offer can be found on their website: http://www.essexlocaloffer.org.uk

The school is required to provide a SEND information report which is also published on the School Website. This report provides information about the categories of Special needs, how those needs are identified in the pupils in our school and the provisions made to meet those needs.

Mission Statement

Refreshed learning that changes lives.

At Clarity independent School we are proud to provide a safe, nurturing, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Each pupil also has an individual learning plan, designed around their interests and their individual needs to provide learning that is purposeful and encourages a positive attitude towards learning in all of our pupils.

We aim to be a school where children have fun, are confident learners with a high self-esteem; where children learn to love learning and carry this ethos with them throughout their lives.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

2. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- We seek to identify the individual needs of pupils as early as possible. In addition to the Education Health Care Plan and/or Specialist reports, this is most effectively done by gathering and reviewing information from parents, education, health and care services and previous school settings prior to the child's entry into the school.
- We continuously monitor the progress of all pupils, through regular academic assessment, assessment of Social, Emotional and Communication needs and assessment of any Specific learning difficulties, as identified by Specialist teachers (within school and from outside agencies) and Clinicians, to ensure that they are able to reach their full potential.
- We make appropriate provision to overcome all barriers to learning and ensure all pupils have access to a broad and balanced curriculum which incorporates the National Curriculum. This will be carefully monitored, by the Head teacher and Deputy Head teacher, and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- We work closely with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- We work with, and in support of, outside agencies. Some of these services include the Essex Children and Families Hub, Essex Family Innovation Fund (FIF), Early Help Services and Essex Youth Services, Educational Psychology Service, Speech and Language Therapy, The Emotional Wellbeing and Mental Health Service (EWMHS)etc. Information about these services can be accessed via the Essex Local Authority Local Offer webpage: http://www.essexlocaloffer.org.uk
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, Group Process

discussions, collaborative school events and charity days.

3. Responsibility for the coordination of SEND provision

- The persons responsible for overseeing the provision for children with SEND are **Mrs S. Ailara** (Deputy Headteacher, accredited SENCo) and **Mrs D. Hanson** (Head teacher, Dyslexia specialist teacher and accredited assessor).
- The people co-ordinating the day-to-day provision of education for pupils are the Class teachers and Keyworkers.

4. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils. All staff can access;

- The Clarity 'independent School SEND policy
- A copy of the full SEND Register
- Guidance on the identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their Individual Learning Plans, that we call 'One plans', EHC plans, Annual Review documents, EP reports, Specialist agency reports etc.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through the Essex SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of their pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the schools' SEND provision.

5. Admission Procedures

Currently, places are awarded for children with an EHC Plan (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 SEN 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 can be requested from the LA whilst paperwork is being completed. This allows the child to attend Clarity Independent School for up to half a term 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.

6. Specialist SEND provision

At Clarity independent School, we are committed to whole school inclusion, supporting children with a range of special educational needs. 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' in Appendix 1). This is facilitated through very small class groupings with a high ratio of staff to pupils; allowing Keyworkers to take a flexible approach to tailoring each lesson and activity to meet each individual pupil's needs. We seek specialist SEND provision, advice and training from SEND services where necessary.

Clarity Independent School caters for a wide range of Special Educational Needs (SEN) for both boys and girls between the ages of 6-14 years (an application has been made to the DfE to extend this to 16 years).

7. Accessibility for pupils with SEND

The school complies with all relevant accessibility requirements, **please see the school accessibility plan** for more details.

8. Allocation of resources for pupils with SEND

As part of the bespoke education packages for individual pupils, pupils will be provided with the resources necessary to meet their identified needs as recommended in their EHC plans or Specialist agency reports. Pupils will also benefit from a range of enrichment activities to support the development of Life Skills and to promote motivation for engaging with learning.

9. Identification of pupils needs

Identification

All pupils will have their learning needs assessed by a Specialist Teacher, if this was not done as part of the EHC plan process. The needs of the pupils will be under continuous review to identify any new needs or changes to identified needs.

A graduated approach:

Quality First Teaching

a) The progress of all pupils will be closely monitored by the Class teacher and Key workers.
b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
c) The head teacher and Deputy Head teacher will be consulted as needed for support and advice and may wish to observe the pupil in class.
d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
f) Annual Reviews and termly 'One plan' Reviews are used to monitor and assess the progress being made by children. These include the views and voices of parents and pupils.

SEND Support

The support provided consists of a four- part process:

- Assess
- Plan
- Do

- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, the Keyworker, the SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher and Keyworker remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where subjects are taught by subject teachers or where interventions (either group or 1:1) are delivered by Keyworkers, other members of staff or Specialist teachers. They will work closely with specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Head teacher and Deputy Head teacher.

Review

Reviews of a child's progress will be made regularly (through lesson/activity plan reviews, termly One Plan reviews and the EHCP Annual Review process). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher and Keyworker, in collaboration with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan (if not already in place)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCOs
- Specialist teachers within the school
- External professionals
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Essex SEND Local Offer.

Education, Health and Care Plans (EHC Plan)

a. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority SEND team if it is decided that the child's needs are not being met by the support that is already available. The school and the child's parents will be involved in developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as necessary and relevant to the specific needs of the individual; incorporating the wishes of their parents where possible.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. All teaching staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or small group tuition is available where it is felt pupils would benefit from this provision; the format of which may be flexible and varied according to the needs of the individual for each learning activity.

We set appropriate individual targets that motivate pupils to do their best, celebrating achievements at all levels.

11. Inclusion of pupils with SEND

The Headteacher and Deputy Head teacher oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussions and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an Individual plan, the 'One plan', the outcomes of which are evaluated termly. These are updated by the pupil's Key worker and class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO/Specialist teacher at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and head teacher and information is fed back to the staff, parents and relevant Specialists. This helps to identify whether provision is effective.

13. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or Deputy Head teacher, who will be able to advise on formal procedures for complaint.

14. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SLT (Senior Leadership Team) attend relevant SEND courses, SEND meetings and facilitate/signpost relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SLT ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SLT who will then inform the child's parents.

16. Working in partnership with parents

Clarity independent School believes that a close working relationship with parents is vital in order to ensure

a) Early and accurate identification and assessment of SEND leading to appropriate
b) intervention and provision
c) Continuing social and academic progress of children with SEND

d) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SLT may also signpost parents of pupils with SEND to the local authority SEND Information, Advice and Support Service [SENDIASS] where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings regarding their child, with the support of external agencies, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

17. Links with other agencies and voluntary organisations

Clarity Independent School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Head teacher and Deputy head teacher are the designated people responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services in conjunction with the Family Support Worker
- Essex Child and Family Services
- Essex Speech and Language Service
- Health Services
- Occupational therapy Essex
- Let's Talk (Speech and Language Therapy)
- SOS Holistics (Child and Adolescent Counsellor)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Appendix 1

Curriculum approaches

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.

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 different senses
- Promoting their well-being
- Encouraging them to explore new information
- Promoting a more holistic understanding

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 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.:

- Self-regulation Programme of Awareness and Resilience in Kids (SPARK)
- Conversation strategies
- Early language and communication project 2017 for developing language skills through comprehension
- The Inference Training Programme for comprehension skills

Coordination: This group 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