

## **SEN Information Report for The Clare School 2018-19**

### **Part of the Norfolk Local Offer for Learners with SEN**

#### **Introduction**

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the draft SEN regulations which can be found [here](#).

At The Clare School we are committed to working together with all members of our school community. This local offer has been produced with information and support from all school stakeholders (pupils, parents/carers, governors, and members of staff). We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Fyfe Johnston (Headteacher)

Rebecca Wicks (Deputy Headteacher)

The Clare School is a mixed, day Foundation Complex Needs School for pupils, from 3 to 19 years of age, with special needs usually associated with physical disabilities and/or sensory impairments. Many of the pupils also have complex medical needs and learning difficulties associated with their physical or sensory disabilities. Pupils attending The Clare School come from most areas of the County of Norfolk and from parts of North Suffolk. Door to door transport is provided daily as required. It is set in pleasant grounds of several acres together with an Infant and Junior School on the Norwich Ring Road, offering easy access to both the city and the county.

All pupils follow a curriculum including aspects of the National Curriculum at a level personalised to meet their needs and are encouraged to develop an enquiring and active interest in their studies. Where possible, the curriculum is parallel to that of mainstream schools, with attention given to the additional and individual curriculum to develop personalised learning.

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions by clicking [here](#).

#### **Our Approach to Teaching Learners with SEN**

As a Local Authority maintained Complex Needs School, all of our pupils have Special Educational Needs. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create

an inclusive culture both within our school and beyond into our local community.

All staff who work at The Clare School make an on-going commitment to working with children with complex physical, medical and educational needs and provide high quality teaching for all learners and a rich educational environment in which everyone can learn together.

Our school improvement and development plan is about developing learning for all and takes on board ideas and comments from our wider community to improve outcomes for our students and more globally for students with SEN across the county of Norfolk

We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

When your child comes to this school it is our role to ensure that they achieve the following objectives, based on the 'Every Child Matters' outcomes:

- TO BE HEALTHY
- TO STAY SAFE
- TO ENJOY AND ACHIEVE
- TO MAKE A POSITIVE CONTRIBUTION
- TO ACHIEVE ECONOMIC WELL-BEING (the ability to be as independent as possible)

### **How we identify SEN**

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

1. **a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
2. **b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

We have children with a combination of SEN which could range from Physical Difficulties (PD), Hearing Impairment (HI), Visual Impairment (VI), Multi-Sensory Impairment, Moderate learning Difficulties (MLD), Severe learning difficulties (SLD), Profound and Multiple learning Difficulties (PMLD), Autism (ASD) and complex health needs.

### **What we do to Support Learners with SEN at The Clare School**

The School is organised into a Primary Department (including Early Years) and a Secondary Department (including our Further Education Department).

Pupils at The Clare School either follow a formal, semi-formal or pre-formal personalised learning pathway. All students will have access to accredited courses in Key Stage 4 and Further Education. Those following the pre-formal route will benefit from their own curriculum which is more personalised and follows a developmental and multisensory approach (some pupils may require a combination of both pathways, semi-formal.) Pupils are taught within their National Curriculum Key Stage and Year Group unless there is a specific educational, medical or social reason for an alternative provision.

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at The Clare School are proud of our Teachers and their development. The Teacher standards are available [here](#).

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual/tactile timetables
- Picture Exchange Communication systems
- BSL
- Communication Devices including BIG-Macks, Tellus, Eyegaze
- I-pads, laptops or other alternative recording devices
- Routes for Learning
- Sensory Integration
- Intensive Interaction
- Engagement Profile
- MOON/Braille

We also have high staffing levels across the school. This equates to a maximum of 12 pupils per Formal class and 6 pupils per Pre-formal class, with at least one teacher and two, three or four teaching assistants.

In addition the school has its own Sensory Support Department which includes qualified Teachers of the Deaf, Visually Impaired and Multi-Sensory Impaired who provide targeted support to specific individuals or groups of pupils. We also have a Care Team and 3 Medical Assistants on our staff who support the administration of medication, medical procedures and provide care and postural management. We have a commitment for on-site working from the paediatric community nursing team and have recently developed and invested in our own Nurture Provision.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available [here](#).

We have two days per week of Speech and Language Therapy, one day of Physiotherapy and one day of Rehabilitation and Mobility Officer (VSSS) support. Speech and Language Therapist, Physiotherapist, Occupational Therapist, Sensory Support and Nursing advice is given to the school as necessary through the Statement/Education, Health and Care Plan advice.

## **Funding**

The Clare School receives funding directly to the school from the Local Authority to support the needs of all of its learners.

## **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within The Clare School. Parents and carers, pupils and staff are involved in reviewing the impact of what we do.

All students have their progress measured on an on-going basis. Progress is also measured termly in terms of Learning Support Plan (LSP) targets, Attendance and Curriculum (P Level) progress. This information is shared with all parents at the Annual Review, in addition to data on how each child's progress can be compared to similar children nationally.

Parents discuss the termly targets for LSP's with class teams every term.

The EHC plan will also almost always be formally reviewed annually at the Annual Review meeting.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also moderate our data with other Complex Needs Schools within and beyond the county to ensure that what we do is accurate. This piece of work was led by the school for the East of England.

## **Other Opportunities for Learning**

All learners have the same opportunity to access extra curricular activities. At The Clare School we are again offering a range of additional clubs and activities.

There are a range of daily lunchtime activity clubs and a regular range of weekend and holiday activities. Pupils also regularly have the opportunity to go on local visits and to go on residential trips from KS2 forwards. For more information please ask to speak to Kim Holmes (Extended Schools and Visits Co-ordinator).

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Extended Schools and Visits Co-ordinator to discuss specific requirements.

We have additional specialist resources at the school which are used by our own students and also by individuals and small groups of children from our local schools and community. These are: A Soft Play Room, 4 Sensory Studios, Environmental Controls, expanded Eyegaze technology provision and an Interactive Sensory Garden.

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. The Clare School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners.

When moving to our school there will be an opportunity for pupils to have a number of preliminary visits to get used to the setting and staff for as long as necessary. Moving classes will be discussed with you and your child at their Annual Review Meeting, on Parent Consultation Evenings or as part of an on-going process, which may also include staff producing and passing on a Learner Profile of the pupil to inform staff of their specific needs. Transition beyond school will involve our own Guidance Advisor working with parents and the school from the Year 9 Review onwards, to ensure time for planning and preparation.

We are fortunate to have a very active and vibrant Parents Group (First Steps), at The Clare School. The group meets the last Wednesday of every month from 10am to 12pm over coffee and cakes. The group is run for and by our parents and carers. The group welcomes all parents and carers to these meetings, even those who don't currently have children at the school, either on a regular or occasional basis.

### **Other School roles**

We belong to the Trust group "Trust Norfolk SEN" which is composed of all of the Complex Needs schools in the county. Our Chair of Governors, Linda Scase-Jones is also the chair of the Trust.

Some of our staff are involved in supporting colleagues in mainstream schools, in order to help in the education of children with special educational needs who are educated in local primary and secondary schools. This support is called School-to-School support (S2S), please contact Sarah Melton (S2S Co-ordinator) for more details.

### **Have your say**

The Clare School can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to

ensure that we are as responsive, creative and representative as we can possibly be for all of our children and young people.

### **Useful links**

[www.norfolk.gov.uk](http://www.norfolk.gov.uk)

SEN Parent Partnership

[www.dfe.gov.uk](http://www.dfe.gov.uk)