



THE CLARE SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN) POLICY & INFORMATION GUIDE

Context of the School

The Clare School is a mixed, day Foundation Special 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.

The School caters for a diverse range of abilities across the whole school and all pupils access our Curricula at a level appropriate to their needs. Pupils are encouraged to develop an enquiring and active interest in their studies and where possible, the curriculum may be parallel to that of mainstream schools, with attention given to the additional and individual learning pathways to facilitate success.

All pupils who attend The Clare School hold a Statement of Special Educational Need or Education and Health Care Plan, and meet the school criteria for admission (see Admissions Policy). The school holds the SEN register on the Scholarpack database which is updated regularly.

Individual pupils' needs are identified through the above documentation, and the subsequent Annual Review process, which at The Clare School is person centred.

Pupils needs are, where possible, met within the resources of the school in conjunction with Children's Services and the Health Authority. Where there is felt to be a significant change in a pupil's needs identified by staff and/or parents, a pupil specific case conference will be held to identify how these additional needs are to be met.

Vision:

An inclusive community at the forefront of education leading on physical, sensory and complex needs for all ages.

We will achieve this by:

1. Offering the highest quality learning opportunity for all our pupils
 - Provide our pupils with first class provision, enabling them to enjoy their learning experiences, achieve, feel safe, feel confident as an individual and to be as independent as they possibly can be
 - Recruit, retain and develop the highest quality staff, recognising leadership potential and ensuring a skilled workforce who will drive the school forward, delivering quality learning opportunities to all our pupils
 - Invest in an infrastructure that provides specialist facilities and embraces the latest technology enabling pupils to have the learning tools to succeed and an environment that stimulates pupil's creativity and imagination.
2. Establishing the school as a national leader in the field of physical, sensory and complex health needs, influencing and driving the direction of SEN within Norfolk
 - Keep up to date with, embrace and influence the best current educational values, philosophy and innovation, maximising our high quality national and international links
 - Through our specialist leadership, be a recognised provider of quality mentoring/training for professionals contributing to improving and shaping the future of education in both complex needs and mainstream provision.
3. Fostering an inclusive community that creates a hub for lifelong learning and care for those with physical, sensory and complex needs of all ages
 - Work in partnership with other community providers to ensure opportunities for personalised learning in a safe and welcoming environment
 - Offer a high quality integrated service throughout the year with the facility for residential provision

Curriculum

The school will provide a broad, balanced and relevant curriculum. Pupils will either follow a formal, semi-formal or pre-formal personalised learning pathway. Named Curriculum or subject leads are responsible for producing a policy document detailing how the subject will be taught and any special arrangements. The lead is also responsible for developing, maintaining and monitoring a whole school scheme of work in their subject with associated assessment, recording and marking systems. All pupils are continually assessed by teachers and this links into clear and regular data analysis. Results are shared with parents and carers via the school website and at Reviews and regular parents and carer evenings. At the end of Key Stage and into FE pupils are given the opportunity to take nationally accredited certification e.g. GCSE, Entry Level, ASDAN qualifications. In all curriculum areas staff are committed to monitoring pupils' progress. This is done through assessment, record-keeping, regular meetings and contact with parents and carers.

The school works in partnership with therapy staff on site consisting of a Speech and Language team, Physiotherapy Team, Occupational Therapists and a School Nurse.

The Head, Deputy and Governors' Curriculum Committee have overall responsibility for the school curriculum.

School Organisation

At the time of revising this Policy, The Clare School is organised into four Key Stages, an Early Years and Foundation Stage and Further Education department. It is the policy of the school to keep pupils, wherever possible, within their relevant key stage (however we are aware and respond to stage not age' issues, particularly in the Pre-Formal Curriculum), and a number of factors are taken into account when allocating pupils to classes:

- Ability range of the pupils
- Significant learning and care needs
- Complex medical/sensory needs
- Peer group compatibility

In the Pre-Formal classes, each class is allocated Specialist Support Assistants (SSA's) while having support as needed from Postural & Personal Care Assistants (PPSA's), and Medical Assistants (MA's). In the Secondary Department each class is allocated SSAs, some of which will be assigned to Curriculum / subject leads. In school we also have Intervenors, and some pupils are supported by an independently employed personal carer.

All support staff are line managed by the Headteacher, Deputy Headteacher and the Senior Support Assistant who is also a member of the SMT.

Pupils with visual, hearing or dual sensory impairments are supported by appropriately qualified teachers and support assistants. This support is given within the classrooms and also by specialist staff within the Sensory Support Centre for individual or small group work.

Each pupil has an Annual Review meeting to which parents, carers and other professionals involved with that pupil are invited. In Year 9, a review takes place where a Transition Plan is put in place. This is attended by the School Guidance Advisor and possibly a Transition Social Worker and looks at what is needed for a successful transition to their post 16 placement.

Outside Agencies

The school is supportive of and encourages all joint working between the agencies involved in the care of its pupils. Close links are maintained with many outside agencies.

Health Service

Links with the Health Service are particularly strong as a number of health service staff visit the school.

County Sensory Support Service

Close contacts are maintained with the County Sensory Support Service. The Sensory Team at school liaise frequently with the support service and will do joint pupil assessments when required.

Children with Disabilities Team

Social workers offer valuable support to many of our pupils and the school maintain links with the team through a CWD liaison meeting held every term to discuss pupils and other key issues. The school also has contact from the team via attendance at Annual Reviews, Looked after Children meetings e.g. (LAC Reviews) and social workers coming in to observe pupils at school.

Educational Psychology Service

The Educational Psychology Service plays an important part in offering advice and support to the school, its staff, pupils and parents.

Careers/Work Related Learning

The School has its own Information & Guidance Lead who works with pupils and their families as they approach transition. During these meetings, future placements at a variety of Further Educational establishments and training providers is fully discussed and students are encouraged to visit them in order to come to a decision.

Careers Education and Guidance is an integral part of the 14-19 curriculum and personalised to meet the needs of the individual . This may involve experiences out of the school environment or within school.

Keyworker Meetings

Individual pupils may have a number of professionals from Health, Local Authority, Social Services, the voluntary sector and the school who are supporting them in their education. The pupil will have a named keyworker who will chair and call meetings to discuss the pupil's needs. Where appropriate, the pupil's Annual Review will be linked to the keyworker meeting.

Voluntary Organisations

Close links are also maintained with a variety of voluntary organisations such as SCOPE, RNIB, RNID, Red Cross, SENSE and The Hamlet Centre.

Respite Care

Several pupils receive respite care at the following sites where links are maintained: Quidenham Children's Hospice, Mill Lodge, Squirrels and Foxwood as well as individual respite care.

In the case of a cause for concern regarding possible abuse, a referral is made to the Children's Advice and Duty Service (CADS), Children's Services following the procedures identified by the local Children's Safeguarding Board and School Safeguarding procedure. The Child Protection Designated Officers are the Headteacher, the Deputy Headteacher and Safeguarding Lead.

On Site Agencies

The school works in partnership with professionals from Physiotherapy, Occupational Therapy, Speech and Language and Community Nursing. There is a multi-professional meeting fortnightly between school ELT and the above professionals. Other professionals are invited to the meeting as and when it is deemed appropriate. "Portage" and "Access through Technology" have relocated on site and are working in partnership with the school.

Staff Training

The school allocates its INSET budget according to needs identified in the School Improvement and Development Plan and through individual staff Appraisal Performance Management, taking into account the training needs of both teaching and non-teaching staff.

Staff Development opportunities will be provided internally, from the Local Authority or nationally. The Deputy Head who is the Staff Development Co-ordinator is responsible for the organisation of INSET opportunities.

The School Governors have access to training, advice and support organised by the Governors' Support Network.

The school takes an active role in County initiatives and is part of the Norfolk SEN Strategy. It is committed to an inclusion programme with outreach through the Schools to Schools traded service, and to the development of closer links with mainstream schools and colleges.

Parent/Carer Links

Parents and Carers play a vital role in the education of their children in working with the school to set appropriate aims and talking about their aspirations for their children. Parents and Carers also play an important role in supporting school activities and acting as voluntary helpers. We encourage Parents, Carers and Governors to be actively involved in the school, bringing their own expertise and skills to enhance the learning environment. Therefore, the school operates an 'Open Door' policy and encourages parents and carers to support their child's learning. The Headteacher will always try to see a parent or carer in an emergency, but it is usually better to make an appointment.

Parental Consultation Evenings, Open Days, Annual Reviews, Coffee mornings, special events, medicals, wheelchair checks etc., school events and celebrations support the close links with parents/carers as well as a half termly newsletter.

The school employs an Independent Parental Supporter linked to Parent Partnership to support parents/carers.

Care for Clare

This organisation consisting of parents and carers and friends of the school is a fund raising body with charitable status. It has raised significant funds in the past for various projects like the Physiotherapy area and the playground.

Educational Links

The school belongs to a Norfolk network of Complex Needs Schools and Trust Norfolk-SEN formed on co-operative principles. On the 5th November 2013 The Clare School and eight of the other Norfolk Complex Needs schools formed a Charitable Trust and became Foundation Schools. The school also has strong links with our Cluster Schools, including Colman First and Junior Schools, both on the same site.

Links continue to develop with local colleges, training establishments and the voluntary sector. We are also constantly developing our International Links programme.

The school has an active inclusion, outreach programme involving schools across the County and North Suffolk and is part of the Complex Needs Schools S2S programme, a traded service.

The Headteacher attends local school Cluster meetings and this is also an ideal vehicle to establish links.

Admissions

At present, the Local Authority is responsible for agreeing placements at The Clare School and arranging our admissions. (For full guidelines please refer to the School Admissions Policy).

Before pupils and carers transfer to the school or from The Clare School to another educational placement, whether mainstream or special, there are always full and open discussions between the school and the parents and carers of the pupil. The pupil is also involved, where appropriate, and this is followed by discussions with the LA, the relevant schools, medical and therapy professionals and the educational psychologist.

Access

The whole school is on ground floor level and accessible to pupils in wheelchairs. All external doors leading on to the playground have automatic door facilities. There is a comprehensive Accessibility Plan in place.

Resources

The Clare School continues to develop its resources. It has a fully equipped Physiotherapy department, a Performing Arts Studio, an up to date Sensory Studio including a training and assessment centre, expanded Eyegaze provision, Soft Play area, re-furnished library area, interactive wireless technology and specialised playground facilities.

Problems or Complaints

If any problems arise, or should any parent or carer wish to make a complaint about any aspect of the school's work, they are encouraged to contact the Headteacher at the earliest possible opportunity. If the outcome is not to their satisfaction, the parent or carer should tell the Headteacher that they wish to make a formal complaint.

The Governing Body has accepted the LA Policy on complaints and will use the procedures in this policy when dealing with a parent or carer complaint.

SEN Coordinators

The Extended Leadership Team has responsibility for the co-ordination and provision for all pupils in the school. The Governing Body is responsible for SEN in liaison with the Chair of Governors and Headteacher.

This Policy is to be reviewed Autumn Term 2020 or earlier if required.

Signed  Headteacher

Signed  Deputy Headteacher

