

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 SEN regulations which can be found on the Norfolk Local offer website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/acts-and-regulations>

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:

Rebecca Wicks (Headteacher)
Francesca Rymarz (Assistant Headteacher)
Kevin Stoner (Assistant 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 (Hearing Impairment, Visual Impairment or Dual/Multi-Sensory Impairment). 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 <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

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

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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.

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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- 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 (MSI), Severe learning difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and complex health needs. Most of our pupils have life-limiting or life-threatening medical conditions.

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 Sixth Form 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 3, 4 and Sixth Form. 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 <https://www.gov.uk/government/publications/teachers-standards>

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

- British Sign Language (BSL)
- Communication Devices including BIG-Macs, Switches and Eyegaze
- I-pads, laptops or other alternative recording devices
- Switch operated equipment
- Intervenors
- On Body Signing
- Sensory approaches
- Symbols
- Routes for Learning
- Intensive Interaction
- Braille
- Visual/tactile timetables
- Picture Exchange Communication systems
- Objects of Reference
- TITAN
- ELSA
- Lego Therapy
- Nurture Therapy
- Rebound Therapy
- Engagement Profile

We have high staffing levels across the school. We also have a large PPSA team and four Medical Assistants on our staff who support the administration of medication, medical procedures and provide care, postural management and support with physiotherapy routines. We also have our own full time 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 <https://www.norfolk.gov.uk/children-and-families/send-local-offer/health-and-social-care>

We have two days per week of Speech and Language Therapy and one day of Physiotherapy. Speech and Language Therapist, Physiotherapist, Occupational Therapist, Sensory Support and Nursing advice is given to the school as necessary through the 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 Assessment progress. This information is shared with all parents at the Annual Review. Parents have the opportunity to discuss the termly targets for LSPs with class teams every term. The EHCP 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.

Other Opportunities for Learning

All learners have the same opportunity to access extra curricular activities. At The Clare School we are able to offer a range of additional clubs and activities. There are a range of daily lunchtime activity clubs and a developing range of holiday activities. Pupils also regularly have the opportunity to go on local visits and to go on residential trips from KS2 onwards (Subject to current Covid regulations and outbreaks)

We have additional specialist resources at the school which all pupils are able to use. These are: a soft-play room; numerous sensory studios; a rebound therapy suite; a 'Flat' in which to practise independent living skills; a fully accessible kitchen; a fully accessible library area; a fully accessible playground area and a growing expertise in Eyegaze communication technology.

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 staff working closely with parents, carers and pupils from the Year 9 Review onwards, to give impartial advice, information and support and ensure time for planning and preparation, leading to a smooth transition into Further Education.

Other School roles

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

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

<https://www.norfolksendpartnershiassi.org.uk>

<https://www.gov.uk/education/special-educational-needs-and-disability-send-and-high-needs>

<https://www.sensationalfamilies.org.uk>