

What should you do if you think your child has a Special Educational Need?

If you are concerned that your child may have an SEN then we recommend that you first speak to your child's tutor or head of house.

They will talk to our Special Educational Needs Co-ordinator (SENCo). The SENCo is also available if you want to discuss your child's needs further.

Our SENCo is Ms Bryant who is line managed by Mr Nolan, they are responsible for overseeing the day-to-day running of Special Educational Needs and Disabilities Policy.



Before starting school your child may have been identified with an SEND. We work closely with parents, primary and supporting agencies to help you and your child make the transition into Clarendon as smooth as possible.

The Code of Practice refers to four broad areas in which your child's needs may fall. However these are not definitive categories in which to 'place' children. These areas are:

- Cognition and Learning needs
- Communication and Interaction needs
- Sensory and Physical needs
- Social, Emotional and Mental Health needs.

How do we know if your child needs extra help?

We know if your child needs extra help by ;

- Listening to your views and concerns.
- Listening to your child's views and concerns.
- Making regular assessments of children.
- Feedback from staff through Pupil Progress Meetings.
- Reviewing intervention impact.
- Monitoring children's emotional, social and mental-health well-being.
- Information from external agencies, for example Paediatricians and the Speech and Language Service.

How will your child be supported and how will we help you to support your child?

How will you and your child know how they are doing?

If your child meets the criteria for being classed as SEN

- Using our whole-school approach your child's needs and requirements will be shared, confidentially, with the relevant members of staff
- Your child's name will be added to an Additional Needs Register. This is simply a confidential list of children's names, and their area of need.
- Your child may require a My Support Plan
- This is a confidential document which allows us, in discussion with you and your child, to set outcomes and then monitor and assess progress

For our children with additional needs we create a One Page Profile, this is a one-page document created with you and your child's input. The profile includes not only information about how we feel your child is best supported but also your view and the child's views on this and their aspirations.

All teachers differentiate the curriculum to enable access for your child.

Classroom environments are adapted to enable children to be independent in helping themselves but also in subtle ways such as visual timetables so that every child knows what is happening throughout the days.

Some children access interventions run both within and outside of the classroom.

It is an expectation that all children will have the opportunity, resources and support to reach their academic potential. Aspiration for all pupils is one of our core values.

We do not offer a 'one size fits all' 'solution' to children with SEND as every child is an individual and we do not allow SEND to be an excuse for not doing well at school.

We also offer support through our Pastoral Team

Where a child who is part of the Additional Needs Register is not making expected progress we may consult external agencies (further information below). If after this your child is still not making progress or where a child's needs are more complex the school or you as a parent, may wish to apply for a Statutory Assessment. This can lead to additional funding and an Educational and Health Care Plan (EHCP). In Wiltshire this is referred to as a 'My Plan'.

If a child has an EHCP/My Plan there will be an annual review to discuss the progress towards targets with you, the school and any other relevant professionals.

We use regular assessment and data to track your child's progress. A report on SEND data is regularly presented to the Governors of the school. Our SENCO meets regularly with the Head and Governors to discuss SEN progress.

We believe the overall well-being of your child is key to their success at school. Our house teams, pastoral support and tutors, are available to support both you and your child in areas other than academia- there contact details are available on the website.

Mrs Harral and Mrs Smith are our Emotional Literacy Support Assistant (ELSA). They are able to support children with difficulties such as friendships, anger management and self-esteem.

We also have qualified Mental Health First Aiders and team teach trained members of staff. Our principle First Aider Ms Payne is also available to help students and sign post them to different health services such as school Nursing and counselling.

As well as studying BV all tutor sessions include Circle Time/ discussion time which enables children to discuss and learn about issues such as friendships, respect and bullying. In additions such year groups have 'Learning to Learn' sessions

All staff are regularly trained in Safeguarding and we have a Safeguarding policy which all staff adhere to. A copy of our Safeguarding Policy can be found on our website.

Clarendon employs, along with the Collaborative School Group, an Educational Psychologist who can work with children with difficulties with social, emotional and mental health difficulties.

What support is there for my child's overall well-being, including social, emotional and mental health?

What specialist services are available at or accessed by the school? What training have staff received in supporting children with SEND?

We access a number of specialist services to support the school, its pupils and their families. These include:

- Speech and Language Therapy
- Ethnic Minority Achievement Services
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Service
- School nurse
- Hearing Impairment and Visual Impairment Teams
- Social Services
- ETMAS
- EWO

Staff have accessed training in the following areas :

- Safeguarding
- Prevent
- Speech and language
- Autistic and Communication Disorders
- Attachment difficulties
- Our TA's receive regular training and our teaching staff, attend weekly staff meeting. These include training in areas of SEND and provision.

We enable children with SEND to access extra-curricular activities by:

- Including parents in any relevant discussions about your child
- We include additional adult support
- We follow advice from other professional and / or advisory service
- Completing risk assessments
- Specially adapted facilities

How will my child access activities outside the classroom, including school trips?

- Toilets with disability access.
- Parking bay for disability 'Blue badge' holders outside of the school.
- Most of our school buildings are wheelchair accessible either via a permanent or portable ramp.
- We receive advice and support through the Ethnic Minority Achievement Support (EMAS) service. The service is also able to support families whose first spoken language is not English.
- We use Personal Emergency Evacuation Plans for SEMN students
 - Our Accessibility Plan is committed to providing an accessible environment.
 - We have onsite adaptable sports equipment and adaptable learning spaces including kitchens in DT.

How accessible is the school environment?

For transitions between educational settings we support pupils with SEND and their families by:

- Working with SENCOs and Pastoral Managers from other schools
- When moving into secondary we meet with the SENCO and Pastoral Managers to discuss individual needs and requirements. For some children this will be additional visits to the school, One Page Profiles and Annual Reviews.
- We have a number of transition events between year groups and pre-prepare students for moves between key stages by working closely with teachers, students and TA's

How will the school prepare and support my child during transitions?

Who can I contact for more information?

Ms Bryant/ Mr Nolan, SENCO
Mrs Wenham- SEND Admin
Ms Harrel/ Mrs Smith- ELSA
Mr Harford/ Mrs Smith/ Mr Copeman-
Head of House
Mrs Manning, Pastoral Support
Mrs Mears- Spring Board Coordinator
Mrs Bond- Alternative Provision manager
Mrs Eedle- learning centre Coordinator.

SENDirect www.sendirect.org.uk
SEND Gateway www.sendgateway.org.uk
Wiltshire Local Offer
www.wiltshirelocaloffer.org.uk

You have a right to access all of our school policies. They can be found on our website or copies can be provided by our Administration staff.

What other policies can I access?

What do I do if I am not happy with the provision for my child with SEND?

There are times when parents may disagree or oppose the view held by the school about the child. If you wish to do so then the first person we recommend you speak to is your child's Head of House. If this proves unsuccessful then the matter can be referred to the Senior Leadership Team (Assistant Head Teacher, Deputy Head Teacher or Head Teacher). Should the matter remain unresolved you can contact the Governing Body. Finally the complaint can be taken to the Local Authority.