

Clarendon SEND Information Report

Updated October 2019



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1. What kinds of Special Educational Need are provided for at Clarendon?

Clarendon Academy is pleased to offer an inclusive education which provides for students who may have needs in areas defined by the Special Educational Needs Code of Practice 2015:

- Communication and Interaction needs
- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Physical, sensory and medical needs

2. How does the school know if a student needs help?

Firstly, we liaise closely with the primary schools in order to identify students who may need support as soon as they start at Clarendon. We visit primary schools and, when invited, we endeavour to attend annual reviews or TAC meetings for students in need. Increasingly within the academy trust, we are visiting students in their primary school in order to observe them in their own environment prior to making arrangements for transition support.

Literacy and Numeracy

Secondly, in Year 7, we complete screening tests for reading and spelling. Some children will undertake a screening test in numeracy as well. This enables us to identify students with learning difficulties which need addressing in basic skills. In addition, we use YARK Tests to help provide a fuller picture of the learning profile of a child.

If a student is a late-starter, they will also be assessed in this way shortly after their arrival.

Based on these tests students will be entered for additional literacy and numeracy support.

Accessing the Curriculum

Furthermore, we use an online data package called go4schools to monitor levels of academic attainment by subject. This is another tool which helps to identify underachievement which allows us to assess the reasons behind a lack of progress.

Should we have concerns about a student, parents/carers will be contacted as soon as possible so that they are informed of our concerns. A plan will then be put in place which is monitored. Following evaluation, it may be decided that further assessment by a specialist may be required. This assessment helps to analyse a student's performance in order to obtain a detailed picture of the nature of any difficulties. At every stage of this process, we will involve the student and parents/carers.

We also offer extended transition programmes to Year 6 SEND students who are identified as vulnerable, be it for social/emotional or academic reasons. On these extra days, we undertake informal observations of the children in order to inform our practice and identify any additional provision which may be required.

3. What should parents/carers do if they think their child needs support?

If parents/carers have concerns about their child, they should contact the child's tutor in the first instance. The tutor will then follow-up any concerns with the teachers of the student and pass on necessary information to the SENCo and their team. Parents should approach the school as early as possible in order that problems can be solved as speedily as possible. We employ a graduated response to supporting our students. This is in line with the Special Educational Needs Code of Practice 2015 and ensures that students receive appropriate levels of support.

4. What provision is available for students with SEND at Clarendon?

Provision is organised into waves at Clarendon. Our wave 1 and 2 provision is designed to go alongside the support that is offered to all students. We believe that, wherever possible, students with SEND should be included in all areas of the curriculum and that their needs can be met effectively within our core offer, i.e. the curriculum that is offered to all students. Sometimes, a student has needs that cannot be properly met in this way and, in that case, we may decide, in agreement with parents and the child, to put in place some alternative or special educational provision at Wave 3 or 4. Please see the chart in the Appendix for details of the interventions that are currently offered in Acorn Academy trust.

5. How do we monitor the effectiveness of provision for SEND?

Class teachers are responsible for the progress of all the students in their classes including those with SEND. Teachers meet regularly with their Line Manager to discuss pupil progress against targets. In addition, the SENCo analyses data after each collection to monitor the progress of students at SEN Support or who have a statement or EHC Plan. They then plan any agreed action deemed necessary.

Our Middle and Senior Leadership Teams also analyse progress information in order to ensure that students are making at least expected progress. The SENCo will also be involved with curriculum planning to ensure that children and young people with SEND are receiving a full and inclusive education. The SENCo and their team regularly discuss the effectiveness of interventions and evaluate how this provision is helping and, moreover, whether more needs to be done. A full analysis of the effectiveness of intervention is undertaken annually.

6. How successful was intervention for students with SEND during 2018-19?

- The number of students receiving support through EHCP increased
- Places at alternative providers through Acorn for specialist support increased
- FTE for SEND students decreased
- Overall our SEND students in Y11 achieved above expectation and were able to go on to their next stage of education feeling confident and well supported.

Full school data is available on the school website and from DFE online.

7. How do we monitor progress of students with SEND?

The progress of students with SEND is monitored via the school's data collection reports as is the case for all students. These outline a student's expected performance and attitude to learning in all subjects. In addition, those students with a statement or EHC Plan will also have a formal annual review on top of the other monitoring systems outlined here. Some

students have a My Support Plan and this is monitored regularly in line with the SEND Code of Practice 2015.

We welcome contact from parents outside of formal meetings in order to provide the best possible outcomes for the students.

8. How will school staff support students with SEND within the core curriculum?

Clarendon firmly believes that differentiation is at the heart of inclusive practice. As far as possible, all staff differentiate for the students in their classes all day every day. Staff have received training on differentiation and have the necessary skills to provide for the needs of SEND students. Differentiation enables the personalisation of learning so that individuals can learn in their unique way and make progress at their expected level.

A member of the SEND team will also assist a student with SEND to draw up a Learner Profile which outlines their strengths, interests, what they find difficult and how to best support them. This document helps staff to remove barriers to learning. It is designed to operate as a One-Page Profile for an individual. Staff are expected to read and take note of key points pertinent to their subject and teaching for students with SEND who they teach. In addition any child with a SEND need will have a specific section of the yellow book which will outline to all staff the need and various strategies as well as any exam access.

Sometimes, students will be assessed for exam access arrangements. This will make sure that young people with learning difficulties have fair access to external exams. These procedures are also applied to internal assessments. A record is kept of all applications for access arrangements and a spreadsheet compiled to inform staff.

We have a team of Teaching Assistants at Clarendon. Sometimes students with SEND will access in-class support. In addition the TA team will complete outreach work with students. We have two specialist ELSA (emotional literacy) Teaching Assistants, a specialist Speech and Language Teaching Assistants and two physical impairment TAs who works with students with physical needs. Two of the TA's are specifically trained to work with students with ASD and children with sensory needs. The learning centre is staffed by qualified teachers who have a specific interest in literacy and numeracy interventions. We also have a qualified teacher and TA who assists with students who may have English as an Additional Language (EAL

In addition, our Link is staffed with trained Behaviour HLTA and a qualified teacher. The 'House' also has a qualified teacher and two TA's who are team teach trained.

9. How accessible is the school site both indoors and outdoors?

Clarendon Academy is a large secondary school and students move between classrooms at each lesson changeover. The site is accessible for all. Every building has a level or sloped access. Paths are clear and accessible to wheelchair users. On site, students have access to the Spring Board if there are any issues as well as on site physio and accessibility aids. If there is a question of accessibility with regards to a child's disability, this should be

discussed with the school prior to admission to ensure that the necessary adaptations can be considered and a Personal Evacuation Plan can be created.

10. How is the decision made about how much and what type of support students will receive?

At Clarendon, we make our very best endeavours to ensure that the student and their parents/carers are at the heart of the decision making process in terms of support. Support is tailored to the needs of the individual as far as resources allow. Some interventions have limited places and therefore a decision on access to these is taken based on level of need. In addition, we undertake individual assessments in order to pinpoint the most appropriate provision for an individual.

11. What extra-curricular clubs and visits will students with SEND be involved in?

All extra-curricular clubs and visits are accessible for students with SEND. The only time a student may be withdrawn from a club or trip is where there is a safe-guarding issue which could endanger the student, other students or staff which cannot be resolved.

Parents/carers are always consulted about trips and visits. A letter is sent home in the first instance often via email. If parents/carers have concerns about their child accessing a trip, they should immediately contact the trip leader so that concerns can be addressed. We are committed to adapting provision so that students with SEND have fair and equal access. Separate risk assessments will be completed by our team of PI TA's.

A room is available at each break time which is supervised by a member of staff. It is intended to be used by very vulnerable students to provide them with an area in which they feel safe at break times. Staff are available to chat and discuss any concerns with students and may offer activities during this time. It is intended to be a "quiet" room.

12. What support is available for a student's social and emotional development?

The primary system in place is our excellent pastoral support programme. We have a system of vertical tutoring. This means that the school is divided into houses, each with eleven or twelve tutor groups. Each tutor group is led by a teacher and has students from every year group. Each house is led by a Head of House who is responsible for students' overall well-being as well as overseeing their academic progress.

Other support mechanisms we offer are:

- peer mentoring
- ELSA TA input
- a Spring Board room for students who, temporarily, may not be able to access some classrooms due to an injury
- an alternative provision centre called The Link
- school nurse
- school counsellor
- strong anti-bullying procedures
- an onsite CAMHS practitioner
- access to Kooth online counselling

The school is a designated Thrive Hub school.

In addition the school nurse and Thrive run drop in sessions as well as appointments for students.

Our anti-bullying policy can also be found on the school's website. At Clarendon we take all allegations of bullying or mistreatment of others extremely seriously.

13. What specialist services are accessed by the school?

The school accesses services from:

- Educational Psychology Service
- Education Welfare Service
- Specialist SEN service (SSENS)
- SSENS pastoral support
- Child and Adolescent Mental Health Service
- Hearing Impairment and Visual Impairment team
- Speech and Language therapy
- Family Intervention team
- Social Care and Multi-Agency Safeguarding Hub
- Virtual Schools
- EMAS
- School nursing team
- Alternative Provision through Acorn Education Trust

By engaging with the Wiltshire DART or My Support Plan process, parents/carers can help to ensure that we make the necessary referrals to the outside agencies. We will consult parents/carers prior to making a referral. These services provide an invaluable support to families and the school. At times, as a school, we will ask for additional advice on how to meet a particular child's needs or for more assessment than we are able to offer in-house. Specialist Services are utilised in more complex cases of SEND.

14. What training have the staff had or will be having?

All staff receive training in aspects of SEN on a regular basis through our staff CPD programme and links with other Acorn academies. Staff receive regular reviews via the Yellow Book and briefings. Staff have had the opportunity to attend training on various SEND topics from learning difficulties, inclusion of children with behavioural difficulties to attachment disorders, ADHD and medical needs. These opportunities will continue in the current academic year through our in-house CPD (Continuing Professional Development) programme. In addition, relevant staff also received PI training and specialist ASD training.

15. How are parents/carers involved in the school?

Parents/carers are invited into school on a regular basis. This may be through:

- Parent Information Evening
- Open Days
- Talk and Tours
- Website information

- Open Evening
- Governors
- Options Evening at Year 8 and 11
- Parent Teacher meetings
- Annual reviews
- SEND transition morning

Other meetings are arranged with staff on an individual basis. School are also regularly in touch with parents/carers via email or telephone as and when required.

16. How are students consulted about their education?

We have a number of opportunities for students to contribute to the pupil-voice of the school. There are house councils, a school council, and indeed other less formal opportunities for students to express their views.

Students are expected to be in attendance at all teacher and parent meetings in order to contribute their thoughts. Students are consulted prior to an annual review and are invited to attend the meeting. All SEND students are invited to attend any additional meeting with their parent/carer.

17. Where can parents and carers find out more information about the services provided in Wiltshire for young people with SEND?

As part of the new Code of Practice, local authorities are required to set out their “Local Offer.” Wiltshire’s Local Offer can be found [here](#). This website is a huge source of information on everything connected with SEND.



18. How will Clarendon help to prepare SEND students for the next phase of their education and for adult life?

We operate an outcomes focussed practice when reviewing the needs of our students with SEND and as such try to focus on the skills that need to be acquired in order for children and young people with SEND to be ready for the next steps in their lives. We have a school careers advisor (Polly Wiggins) who meets regularly, particularly with Key Stage 4 students with SEND. She is able to advise and assist with college or sixth form applications. She also arranges work experience where appropriate.

We consult with the appropriate outside agencies where necessary in order for the necessary provisions to be in place at the next phase of education. We liaise with colleges and pass on paperwork. Last year, we began developing a transition programme for young people with EHC Plans alongside the local college. This work is ongoing where there is need.

19. What should parents/carers do if they have a concern?

Many issues can be resolved by speaking directly to a child or young person’s tutor. This member of staff can be contacted via email or telephone and they will endeavour to reply to

a query as soon as possible. Our staff are all approachable. Where speaking to the tutor has not settled an issue it may be referred to the student's Head of House or the SENCo. If, after a teacher has been approached about a SEND concern and a satisfactory resolution has not been found, then the SENCo should be contacted. It is hoped that most concerns can be resolved by discussion and agreement, however, if necessary the Headteacher will become involved. If this proves unsatisfactory, then a formal complaint should be made to the Chair of Governors. The complaints procedure can be found on the policies section of our website.

20. Who can be contacted for further information?

Our Senior SEND Administrator, Wendy Wenham should be contacted with questions on via email on wxw@clarendonacademy.com SENCo is Mr Nolan who can be contacted on 01225 01225 762686 or trn@clarendinacademy.com

21. Appendix

Clarendon SEND Offer 2019/20

These provisions may be offered to students – not all students have automatic rights to every intervention. Individual offers are based on level of need.

Nature of Need	Wave 1	Wave 2	Wave 3	Wave 4 Wave 1,2,3 and...
Communication and Interaction	<ul style="list-style-type: none"> • Classroom differentiation • In class TA support • Exam Access Arrangements • Individual careers advice and support 	<p>Wave 1 plus:</p> <ul style="list-style-type: none"> • Meet and Greet • Ear defender's/ear plugs issued • Individual assessment • Visual timetables • Use of visuals to support understanding – comic strip conversations for example • School counsellor • ELSA • Homework club • Access to The spring board • Learning Centre • TA 1:1 communication support • Toe by toe 	<p>Wave 1/2 plus:</p> <ul style="list-style-type: none"> • SaLT referral • EP referral • SSENS referral • Small group or 1:1 SaLT run by Specialist TA • TA Support • Extended transition • Learning Centre maths and English 	<ul style="list-style-type: none"> • EHC Plan • My Support Plan • Offsite provision • Online learning • Academy21
Cognition and Learning	<ul style="list-style-type: none"> • Classroom differentiation • Homework Club • Exam Access Arrangements • Group literacy screening • Group numeracy screening • Intermediate English/Maths intervention • Individual careers advice and support • Additional literacy time • In class TA support 	<p>Wave 1 plus:</p> <ul style="list-style-type: none"> • Individual assessment including dyslexia screening • Comprehension intervention • Spelling intervention • Reading intervention • Homework club • Use of coloured overlays and/or tinted books • Access to Springboard 	<p>Wave 1/2 plus:</p> <ul style="list-style-type: none"> • Basic Literacy provision – • Double Options • EP referral • SSENS referral • Learning Centre Provision • Toe by Toe • Extended transition • Spelling intervention 	<ul style="list-style-type: none"> • EHC Plan • My Support Plan

Social, Mental and Emotional Health	<ul style="list-style-type: none"> • Tutor monitoring • Tutor report • Seating plan – position in classroom • Exam Access Arrangements • Individual careers advice and support • In class TA support 	Wave 1 plus: <ul style="list-style-type: none"> • Referral to HoH • Social skills sessions (confidence groups) • Anger management • School Counsellor • ELSA 6 week course • Time-out card • Access to Kooth • Access to on-site CAMHS practitioner • School nurse referrals • 	Wave 1/2 plus: <ul style="list-style-type: none"> • Sessions/alternative provision off site • The Link • Outside Agency Referral/CAF • School nursing team referral • Ongoing/long-term ELSA support • Extended transition • Access to Link 2 for Year 7 • Access to Aspire Centre 	<ul style="list-style-type: none"> • EHC Plan • My Support Plan
Sensory and/or Physical	<ul style="list-style-type: none"> • Seating plan – provision in classroom • In class support • Exam Access Arrangements • Individual careers advice and support • Temporary access to Springboard 	Wave 1 plus: <ul style="list-style-type: none"> • Escort • Scribe • Reader • Evacuation plan/risk assessment • Use of mats to grip books • Ear defenders/ear plugs issued • Access to the Springboard • Toilet card • PI intervention 	Wave 1/2 plus: <ul style="list-style-type: none"> • Specialist equipment/support • Use of lift • Some alternative provision • Extended transition • SSENS referral • Medical needs team referral • Access to Springboard long-term and ELSA provision • Physio and exercise sessions • Assisted PE 	<ul style="list-style-type: none"> • EHC Plan • My Support Plan