

Clares Court Schools offer

- a caring and supportive environment
- an education geared to get the very best from every child – stretching them academically to achieve and even exceed their expectations
- outstanding academic results for all levels of ability
- a full program of activity, brimming with opportunity
- a foundation that nurtures children and means when they leave the School it is as well balanced, considerate, confident and competent individuals

To this end, the general principle governing the curriculum of the school is that every child shall be entitled to and shall take up a curriculum which is balanced and broadly based and which:

1. promotes the spiritual, moral, cultural, mental and physical development of children at the school;
2. prepares the children for the opportunities, responsibilities and experiences of on the next stage of education and leading on into adult life.

The school provides for all children access to the areas of experience below

- Aesthetic and Creative
- Ethical - values and relationships
- Linguistic - four dimensions of language, listening, reading, speaking and writing.
- Mathematical - numerical, spatial, scientific and practical.
- Physical - co-ordination of mind and body.
- Scientific - observation, enquiry, technology, environment.
- Social and political - society and its institutions.
- Spiritual - values of school, society and religion

Policy statements exist elsewhere on the school admissions, anti-bullying, complaints, curriculum, discipline, Early Years Foundation Stage, examination & internal appeals and SENDA policies exist, and should be read in conjunction with this SEN policy.

Objectives of the policy

Clares Court Schools prides itself on its ability to respond to and nurture the whole child. The Principals require that the teaching staff value the abilities and achievements of all of the schools' pupils, and are committed to providing, for each pupil, the best possible environment for learning.

We aim to:

- Meet required regulatory requirements for SEN provision
- Identify special needs at the earliest stage
- Consult and involve pupils and parents at all stages
- Address the specific requirements of pupils with Special Needs, building on areas of success to enhance self-esteem, by prioritising individual needs, planning achievable targets and setting firm dates for the review of these targets
- Make optimum use of resources (particularly staffing, books equipment)
- Celebrate the achievement of all pupils equally

Responsibility of co-ordination of ISEN provision

Each school has its own on-site Special Educational Needs Department comprising Co-ordinator and suitably qualified staff. They are:

Ridgeway: Eileen Goford

Clares Court: Yvonne Inman & Karen Drennan

The College: Julie Nicholas

Arrangements for co-ordinating SEN provision

There are regular cross-site meetings to ensure that a coherent approach is followed. The SEN Policy and SEN Handbook apply to all three schools. Registers are maintained of all pupils who have special needs and those who are receiving special tuition within the SEN department.

Admission Arrangements

There is few restrictions to entry based on ability, and further detail may be found in the Admissions policy. We must be aware that there will be children whose statements of special need (or school reports where statements do not exist) are such that the school would not be able to provide the support required without making extra/excessive charge or severe curriculum adjustment; in these cases the SENCO would be involved at an early stage to provide professional advice to the Head teacher.

Specialist SEN provision

Generally support takes the form of one-to-one or small-group support on a withdrawal basis but there is some in-class support using Learning Assistants. Where pupils are withdrawn, they never miss the whole of a subject without consultation. Lessons are also offered before and after school and during the lunch break, where GCSE pupils have priority, to avoid adverse impact on the curriculum. Pupils follow individual educational plans (IEPs) if their needs require something different from or additional to what their peers require.

Facilities for vulnerable pupils, those with SEN or who are disabled

Special Needs includes the following categories:

- Learning difficulties
- Physical impairment
- Sensory impairment
- Emotional and behavioural difficulties

Some areas of the Senior Schools are accessible by lift. Pupils with emotional and behavioural difficulties are overseen by pastoral staff.

Allocation of resources for vulnerable pupils, those with SEN or who are disabled

Pupils with Special Educational Needs are supported in their studies not only by the resources of each subject specialism, but also by those of the Learning Support Departments which have their own resources.

Special resources which may be provided by the Local Authority to a student with a Statement Of Educational Need will be controlled by the SENCO and allocated in consultation with teachers and parents.

Identification and review of pupil needs

The initial identification of pupils with special educational needs will involve discussion between parents, feeder schools and the SENCO before students arrive in the school. Pupils who subsequently develop or change Special Educational Needs will be identified by means of regular departmental or pastoral discussion and assessment. Pupils on all three sites complete assessments in Reading, Mathematics, Spelling, Free writing and Verbal & Non-Verbal Reasoning.

All teachers have responsibility for pupils with special educational needs. When it becomes apparent that pupils are unable to keep up with their peer group, they are referred to the SEN Department either informally or through a Pupil Concern form. The Special Needs personnel will suggest activities and provide interventions additional to or different from those provided as part of the usual differentiated programme. Should these not prove adequate to address the needs, then parents are advised and an assessment is carried out to identify the child's strengths and weaknesses. Recommendations are made in a written report, copies of which are sent to parents and teachers. At that point, a decision will be made whether the child's needs can be met in the classroom environment or whether individual or small group tuition is advised. There are additional costs for both the initial assessment and extra lessons. IEPs are produced and evaluated a minimum of twice a year.

Access to the curriculum, information and associated services

Pupils with Special Educational Needs will follow the same curriculum as their peers, with appropriate methods of delivery and assessment in order to ensure maximum accessibility. Only in exceptional cases will disapplication of parts of the curriculum be considered.

Inclusion of vulnerable pupils, those with SEN or who are disabled

Pupils with Special Educational Needs are fully integrated within the school as a whole. Where appropriate they may find themselves placed in smaller teaching groups to offer more individual attention in some subjects.

Documenting, Recording and Reporting on matters of SEN

A simple statement here about the policy for keeping data secure, and filed in one pupil file kept in the main office, so that should pupils leave the school, their SEN documented information goes with them.

Evaluating the success of provision

The success of the Special Educational Needs Policy may be judged by the extent to which the pupil, his/her parents and teachers, feel that the pupil is being offered an appropriate and valuable educational experience and is making appropriate progress. The Academic Principal provides an annual detailed report to the teaching staff on the academic results, and a broader summary to the school community, and as such SEN provision will be included in such report should matter of note require to be made. Appraisal of the professional staff involved in the SEN is undertaken by the SENCO of the staff that report to them, and by the head teacher.

Complaints procedure

It is hoped that regular contact with parents will ensure that the Claires Court schools are sensitive to their concerns. The annual Parents Questionnaire makes specific reference to SEN provision, and the Academic Principal provides more detailed feedback through the head teacher if matters of SEN provision are of concern to parents. Formal complaints are to be taken through the school's complaints procedure should informal resolution with the SENCO and colleagues not resolve the problem.

In service training

The school has a comprehensive programme of In-service Training and support which heightens awareness of all staff including non-teaching staff to the issues of SEN. Visiting specialists deliver training on a variety of topics.

The SENCO will be responsible for the induction, training and oversight of Teaching Assistants in the Senior schools, and highlight to the Head teacher or Academic Principal where perhaps extra training for the teaching faculty might be needed to enhance skills and provision.

Links to support services, agencies and voluntary organisations

In the event that pupils continue to experience difficulties, they are referred to outside agencies such as: Educational Psychology; Speech Therapy; Occupational Therapy or Counselling, and the SENCO endeavours to keep an up-to-date practitioners list so that access to such support is facilitated. In some cases, where the school feels it has not yet sufficiently exercised its responsibility, the cost of such provision will be covered by the school. Any appropriate recommendations made by outside agencies are implemented in the schools. The schools welcome dialogue with all personnel involved in the wellbeing of their pupils. We have links with the Local Authorities, the Sensory Consortium, Connexions and Living Rooms.

Working in partnership with parents

The SENCOs ensure that parents are fully involved in the discussions concerning special provision for their children. To achieve this, SENCOs work closely with subject teachers and pastoral staff. Parents are advised of the level of support their child receives, and when appropriate, are involved in the drafting of IEPs.

Links with other schools

When a transfer occurs, the SENCO will ensure that we receive all the necessary and appropriate information to support the child's continuing progress in our school and conversely will share the same information. The SENCO meets regularly with SENCOs from other local independent schools, to share good practice and information.

This policy updated

JTW

4 November 2010