



# Clarendon Federation

## SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND) INFORMATION

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Information and guidance about services for children and young people aged 0-25 with SEND or a disability in Wiltshire can be found on the Local Offer website:

[www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)

## **1. How does Clarendon Federation know if children need extra help?**

- Records from previous schools or settings;
- Concerns raised by parents/carers, teachers or the child;
- Tracking of attainment, progress meetings and wellbeing over time.

## **2. What should you do if you think your child may have a special educational need?**

- Come and see your child's class teacher as a first step;
- Make an appointment via the school office to see the SENDCo (Mrs Roushka Westall (Juniors) or Mrs. Wendy Riordan (Infants)).

## **3. What will Clarendon Federation do if we think your child may have a special educational need?**

- First step – if Quality First Teaching is not meeting the child's needs, then planning and provision in the classroom will be adapted. Close monitoring of this will take place to help us decide on any next steps. The teacher will make a written record of any concern.
- Second step - we may decide that your child needs some cycles of additional support or intervention work. Progress is evaluated at the end of each short term and in between as appropriate and will be communicated to you, such as at parent's consultation meetings. We may also decide to ask for help from outside professionals such as an Educational Psychologist, Behaviour Support teacher or Speech and Language Therapist. If there is enough evidence, we may place your child on the school SEND register or class provision map.
- Third step – we may decide to create a Support Plan for your child. This will happen when evidence is building of a higher level need. We will ask you and your child to help us to create this. The Support Plan will be reviewed with you and your child at least three times per year, and we will track progress towards the desired outcomes outlined on the Support Plan at regular intervals. At this point we may seek further advice from outside agencies.
- Fourth step – in consultation with you as parents/carers, we may decide to apply to the Local Authority for an Education, Health and Care needs assessment. This will follow at least two reviews of their support plan and would include involvement from outside agencies. This process involves a collection of a bank of information from all relevant professionals as well as views from the school and parents. When all this has been collated, it will be submitted for consideration and this process takes at least 20 weeks. If the application is successful, your child will receive a My Plan from the Local Authority which will outline statutory requirements to meet his or her needs. It may or may not recommend funded support.

Parents/carers will be fully involved in all stages of this process. Children's views will be sought and targets shared wherever possible.

#### **4. What kind of Special Educational Need does Clarendon Federation provide for?**

Clarendon Federation does its best to support children with a range of needs, including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical/Sensory. We also have a Resource Base with children who have an EHCP and have been identified as requiring this level of support. The designation of the Resource Base is Communication and Interaction.

#### **5. What sorts of things happen for every child in the Clarendon Federation?**

- High quality, scaffolded class teaching;
- SEND friendly classrooms, including visual timetables and prompts, labelled resources and word banks;
- Access to resources to support the development of independent learning;
- Celebration of achievement including displays, stickers, certificates and head teacher awards;
- Clear marking of work that may include clear next steps in learning or verbal feedback with the child;
- Clear expectations for behaviour with consistent reward systems;
- Vibrant, well-balanced and age-appropriate curriculum;
- Ongoing assessment of children's work with progress measured at regular intervals, such as pupil progress meetings, parent's consultation and formal assessment points;
- High expectations for all;
- Structured times for the age appropriate support of emotional and social development;
- Three parents' evenings per year and an annual written report.

#### **6. What will be different if your child is identified as having a special educational need?**

We aim to provide children with a provision suited to their needs. This may include:

- Small group guided work within the classroom;
- Small group intervention work to promote accelerated progress;
- 1:1 intervention work;
- Short term targets to work towards;
- Access to Emotional Literacy Support from our pastoral team;
- Specialist equipment and/or support if necessary;
- 1:1 support where appropriate;
- Cycles of support that are carefully evaluated and monitored by class teachers;
- Where necessary, referrals to and support from outside agencies and professionals may include Educational Psychologist, Specialist SEND Service, Behaviour Support Service, Speech and Language Therapist, Sensory Impairment Service, Occupational Therapist, Audio and visual support Team, School Nurse and Ethnic Minority and Traveller Achievement Service.

#### **7. How will you know how your child is doing and how will school let you know how to support your child's learning?**

- You will be able to discuss your child's progress at parents' evenings (3 times a year);

- You will receive a yearly written report on your child's progress;
- Information and feedback from class teachers on interventions and support, and the outcomes of these;
- Children with an EHCP will have an Annual Review and targets towards outcomes that are regularly evaluated and updated, plus two additional reviews within school:
- Children with a Support Plan will have this reviewed three times a year;
- Children with an ISP will have this reviewed three times a year.
- You can make an appointment to meet with the class teacher or school SENCo;
- Home-school communication books if required and reading records;
- Parent information sessions on different curriculum areas;
- If outside professionals are involved, strategies and/or programmes will be provided that can be used at home, along with any reports they write. You may also be invited to come into school to meet with the professionals to share views and receive feedback;
- Looked After Children with SEND will have additional reviews during the school year.

## **8. How are pupils with medical needs catered for?**

- Care plans are drawn up in consultation with health care professionals and other involved agencies;
- School staff are made aware, where appropriate, of medical needs and procedures within school;
- Risk assessments are undertaken if necessary;
- Relevant staff receive appropriate training.
- Medical Tracker is used to keep parents informed of any medication use, accidents or injuries

## **9. What training have staff supporting children with SEND had?**

Members of staff receive training related to their particular role in school. This includes:

- Emotional literacy;
- Speech and language support;
- Supporting children who are Neuro diverse;
- Attending SEND conferences and network meetings;
- Safeguarding;
- Team Teach and positive handling of children;
- Supporting children with attachment disorders.

Staff training is an ongoing process in our Federation that is regularly evaluated according to need.

## **10. How are resources in the Clarendon Federation allocated and matched to children's special educational needs?**

- The SEND budget is allocated to school each financial year by the Local Authority, and the money is used to provide additional support or resources dependent on individual needs.
- Children with an EHCP may have additional resources allocated by the Local Authority. This is known as top-up funding.
- The Resource Base receives its own funding and this is used to provide the children they support with provision that matches that outlined on their EHCPs.

## **11. How are decisions made about the support a child receives?**

- Children with an EHCP will have this outlined by the Local Authority, after discussions with all those involved with the child;
- Monitoring and tracking of children's progress feeds into discussion processes;
- Discussion with parents/carers and learners.

## **12. How accessible is the Clarendon Federation to children with disabilities?**

- In accordance with the Special Education Needs and Disability Act (2001), school takes all possible steps not to discriminate against disabled children in its admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school;
- School has an accessibility plan;
- School has disabled toilets;
- Accommodating children with additional needs is carefully considered when children arrive in school or move classes. This can include making adjustments to the physical environment and providing equipment and resources that may enable a disabled child to take advantage of the education and benefits provided by the school.
- Where needed, the Federation seeks support and advice from outside agencies to ensure any barriers are removed;

## **13. How will the Clarendon Federation prepare and support a child who is joining the Federation or transferring to a new school?**

- We will have discussions with previous schools to ensure that we have a full understanding of a child's needs prior to their joining us. For children coming into FS2 we may hold a TISM (Transition into School Meeting);
- The SENDCos from both schools hold weekly inclusion meetings and in particular, during the summer term to discuss individual needs and transition arrangements for children in Year 2, including additional visits. Where children are moving to different junior settings, telephone conversations are held with the receiving school;
- Where children are leaving our school outside the normal round, we ensure all key documents are passed on with the option of telephone calls to the new school if required;
- Children and their parents/carers are welcome to visit the school and meet staff prior to their start date;

- Staff monitor the settling process and further support can be offered where needed;
- Advice is sought from outside agencies and professionals where appropriate.

**14. How will your child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate;
- Extra adult support is provided where necessary;
- A parent/carer may be asked to accompany their child to enable participation.

**15. How does the Clarendon Federation ensure that its SEND provision is effective?**

- Monitoring and tracking of children's progress against interventions and support given;
- Evaluation of intervention programmes to ensure that they remain appropriate and are having an impact;
- Regular pupil progress meetings involving senior staff;
- Learning walks and monitoring of classroom practice;
- Feedback from parents/carers and learners.

**16. How does the Clarendon Federation support the emotional wellbeing of its learners?**

- Staff members who are readily available to talk to children about their concerns or worries;
- PHSE activities such as Circle time in class which is both reactive and follows a planned programme;
- Topics such as bullying explored through assemblies and formal lessons ;
- Golden rules that help us all stay safe and happy;
- A clear, consistent approach to behaviour management and expectations;
- Support from our trained pastoral teams;

**17. What should you do if you would like further information about SEND at the Clarendon Federation?**

- A copy of our policy is available on our website or can be requested from school. This is reviewed annually;
- Make an appointment to see your child's teacher the SENDCos, Mrs Wendy Riordan (Infants School) or Mrs. Roushka Westall (Junior School) or (if your child is in the school Resource Base) the Resource Base Manager, Ms Lorraine Cannon.
- If you have any questions that are not covered in this document, please let us know. This will be very helpful to us.

**18. What should you do if you have a complaint about SEND at Clarendon Federation?**

- Please address any concerns or complaints in the first instance to the SENCo or Head Teacher. If the complaint is unresolved it should then be taken to the Governor responsible for SEND.
- School has a complaints policy which is available via the school office.

Do come and see us if you would like more information about SEND in our school. Further information and guidance about services for children and young people aged 0-25 with SEND or a disability in Wiltshire can be found on the Local Offer website:

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