SEND Policy
& SEND Information Report
(Claremont Specific)

REVIEW:

Author(s) of Current Policy	Review Cycle	Date of Current Policy	Review Date
Chris Coombs, Deputy Headteacher	Annual	Feb 2024	June 2025

RATIFICATION:

Role	Signature	Date
Peter Searle-Barnes **Chair of Governors** CLAREMONT & KINGSWESTON SCHOOLS FEDERATION		Feb 2024
Emma Richards **Executive Headteacher** CLAREMONT & KINGSWESTON SCHOOLS FEDERATION		Feb 2024

This policy has been screened for equalities and safeguarding issues and any changes have been incorporated in the text.

DETAILS OF POLICY UPDATES:

Date	Details
Page 3	KCSIE current policy date
Page 6	Description of distribution of classes across sites
Page 6	'Acting Assistant Headteacher' updated to 'Assistant Headteacher'

SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- The Special Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (updated August 2017)
- Keeping Children Safe in Education 2022, and subsequent updates

This policy has been created by the Senior Leadership Team and Governors, in liaison with all staff and parents of pupils with SEND.

The School

Claremont is a school in North Bristol catering for children and young people aged 2 to 19 years, with physical disabilities and a range of additional and/or associated learning needs, sensory impairment and complex medical needs health needs.

The vast majority of students have Speech, Language and Communication needs with very few students having any functional speech. A high number of students use high tech VOCA's to communicate.

A large number of students are registered with Lifetime Nursing Services and have a range of complex health needs.

Due to the high level and complexity of need across the school we provide a high level of therapy input to meet the students' needs.

Aims

The overall aim of this policy is to improve the outcome for every child with a special educational needs or disability under the SEND code of practice (2015).

The objectives of this policy are:

- To ensure all students have personalised targets which are linked to their EHCP outcomes.
- To ensure that all students make progress which is measured against their individual starting points. To ensure that parents/carers are fully informed, supported and involved in their child's education, as partners, and that there is effective communication between parents/carers and school.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To provide support and advice for all staff working with our pupils.

- To ensure the Governors are up to date and knowledgeable about school and SEN provision.
- To ensure staffing and funding is in place for all students as identified by EHCP's.
- To work in partnership with all health professionals based in school and outside agencies who work with our students

- To promote inclusion within our school campus and wider communities..
- To ensure that our students make a successful transition from Primary to Secondary, and when they leave Claremont School
- To ensure that safeguarding is central to everything we do at Claremont and all concerns are recorded and acted upon as necessary in line with our policy.

Policy Development and Implementation

This policy will be monitored and reviewed annually by the Governors and Headteacher. The SENCO at Claremont School is the Acting Deputy Headteacher.

All pupils at Claremont have an Education, Health and Care plan (EHCP) produced by their Local Authority. These follow multi-professional assessments under the terms of the Children and Families Act 2014 (Part 3) which will identify the provision that needs to be put in place to meet those individual needs.

The EHCP is reviewed annually by the School, family, Health and Care, The School is the chair of these meetings and makes recommendations from the meeting to the local authority as to any necessary changes to ensure that the EHCP continues to reflect the student's needs.

Claremont School is committed to making sure our learners' needs are met by a highly differentiated, personalised approach to each student, with personalised targets linked to their EHCP outcomes.

At Claremont we work collaboratively within a multi professional network (NHS Physiotherapy, Occupational Therapy, Speech and Language Therapists, Sensory Support Services, School Health Nursing Service) to regularly review strategies and support progress.

Identification of SEND

a. Admissions

If the Local Authority consider that Claremont School might be an appropriate school then a referral will be made. All admissions to Claremont School come through Bristol Local Authority. The consultation is considered by the Headteacher, therapists and relevant Class Team on behalf of the Governing Body prior to admission. For further information see Federation School Admissions Policy.

For pupils living in South Gloucestershire, North Somerset and Bath and North East Somerset, the referral goes to Bristol Local Authority, which then make a decision about whether to pass it on to the school.

b. Supporting Pupils and Families

Claremont endeavours to work closely with families. There are many formal contacts between the school and home to review provision and progress.

Parents play a full role in the Annual EHCP Review process and Parent meetings throughout the school year.

We maintain close links through regular communication about progress via home school book or iPad.

Claremont offers support to parents/carers in a range of ways by forging a strong working partnerships, offering the services of the Family Link Worker and close liaison with therapists.

Parents are kept at the centre of transition and admission arrangements. The School plans Transitions and Admissions within the School carefully, with a high degree of liaison between staff and therapists to ensure a successful Transition. Transition out of Claremont is also a key focus and from Year 9 onwards our Independence and Preparation for Adulthood Assistant. They work closely with the student, families and professionals involved with the students as well as with Post 19 providers both in education and care settings to ensure the best possible outcomes from this process.

A large number of students at Claremont have complex medical needs. Provisions will be put in place in accordance with the SEN Code of Practice (January 2015), Children and Families Act 2014 and the Equality Act 2010. All students have Health Care Plans which will be written in consultation with families.

Claremont School hosts clinics such as Paediatric Consultants, Orthotics, , Ophthalmologist and other healthcare professionals.

CPD (Continuing Professional Development)

The Senior Leadership Team will ensure the workforce is both aware of and adheres to the aims and objectives as stated in this Policy. This will be reflected in professional development and staff training, in line with the School Development Plan.

Monitoring and Evaluating

All members of the Leadership team, including TLR post holders, have a responsibility for implementing SEND procedures within the school, alongside the Governors. The nominated SEND governor ensures that SEND stays on the Governor Body agenda, as well as upholding and implementing this policy, and highlighting any concerns, and following up actions.

Claremont School SEN Information Report 2023

What kinds of Special Educational needs does Claremont School make provision for?
Claremont School is a maintained day special school which caters for children and young people aged 2-19 years with physical disabilities and a range of additional and/or associated learning needs, sensory impairment and health needs. The DfE designation is PD/SLD/PMLD and we have up to 72 planned places.

The school is located on two sites;

Henleaze site - This site is home to our Primary School and 'The Hive, Post 16'. The Henleaze site shares a campus with Henleaze Infant and Henleaze Junior Schools. The primary school consists of six classes, made up from our early year's provision, KS1 and KS2 students. The Hive is a transition group for two of our Post 16 classes.

Redland Site - The Redland site is situated 1.5 miles from our Henleaze Site and caters for our KS3 and KS4 students as well as one of our Post 16 classes. It is co-located with Redland Green School. All students attending Claremont School have an Education, Health and Care Plan (EHCP). Admissions are within the admissions policy on the school website.

What are the school's policies for identification and assessment of students attending the school?
All students in school have an Education, Health and Care Plan (EHCP) which we review annually. Claremont pupils are continually observed, and progress is recorded. Claremont students follow Individual Pathways which lead to personalised targets. This means that Claremont students are judged against their own targets and not national data. Each student will follow an Individual Learning Plan that will be made up of pathways relevant to the student. These are informed by families, staff and professionals, and they support the outcomes in Education Health and Care Plans. Progress is monitored three times a year through meetings held with teachers and TLRs or the Assistant Headteacher.

The school also works closely with a wide range of therapists and external support agencies to meet the holistic needs of every child.

What is the provision for students at Claremont School, and how is it evaluated?
The ambition for our school is that all our students achieve the best they can and '***Enjoy Learning for Living***'. This ambition is underpinned by a set of principles that run through the school's curriculum:

- It starts with the student at its centre – exploring their strengths, their needs and their priorities
- It is constructed with EHCP outcomes at the core
- It is ambitious, engaging and broad
- It is coherently planned
- It is planned collaboratively with other professionals
- It considers the views and wishes of the pupil, their parents and carers
- It takes every opportunity to help pupils learn
- It includes 'wow' moments to stimulate and interest our pupils
- It takes place in an environment where pupils feel safe and their health and emotional needs are well met.

Our ambition is that pupils develop communication and independence skills so that they develop a strong connection to the world around them and have a fulfilling and meaningful life.
Therefore, at Claremont we focus on three priorities – Communication, Independence and Connection.

1. **Communication** = To support all students to develop a form of functional communication so that they have a voice
2. **Independence** = To develop students level of independence, to enable them to become empowered in the activities they take part in
3. **Connection** = To support students to be an active member of the school and wider community, now and throughout their lives

The starting point for all students is their Education, Health and Care Plan (EHCP). As every student has different outcomes the need to provide a student specific curriculum becomes even more important. The school's mantra '**Enjoy Learning for Living**' runs through everything that we do at Claremont. The ambitious curriculum provides all learners with an engaging and broad context to work on the priority targets in the four areas of the EHCP. There are clear links between our curriculum areas and the National curriculum and these are made explicit in the Curriculum Bundle guidelines documents. We ensure that we provide a range of sensory and real-life experiences to ensure pupils can overcome sensory and physical barriers to learning. We have linked our curriculum with the four areas of the EHCP:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Physical/Sensory.

The four areas of the EHCP aren't seen in isolation but as areas that are interlinked.

Teaching our students to communicate their preferences, ideas and emotions is an integral part of every lesson and we support our students with a wide variety of Augmentative Alternative Communication approaches. We seek to develop their functional communication, vocabulary, reading and writing at the appropriate level, following the skills outlined in the ROUTEMAPS with reference to key stage standards as appropriate.

We aim to prepare our students to take an active role in society by encouraging them to participate and contribute to a wide range of activities within both our campus schools and the wider community. We have good links with both Primary, Secondary mainstream schools and have successful lunchtime clubs and activities (e.g. dance projects and joint DT Enrichment activities). We have an active school council who take decisions around the school and participate in staff interviews processes.

Overarching the four areas of the EHCP is PERSONAL DEVELOPMENT. Personal Development encompasses all of the additional learning that we believe are most beneficial to our students in consultation with the team around that student (school, parents/carers and wider professional team).

Staffing levels are enhanced so that students are usually taught in small classes with a teacher and an appropriate number of support staff to meet the needs of the students. At Claremont School every student has the opportunity to access a range of trips, no child is excluded from activities at Claremont School. The school works in collaboration with a range of health professionals in order to meet the needs of our students. Student's health and well-being is paramount, and we have a robust safeguarding policy and protocol in place.

Personal care is conducted discreetly and with dignity, and we work on promoting independence where possible. Intimate Care plans are in place, and followed, and this allows for consistent approaches across all settings.

We work closely with medical practitioners, following health care plans and administration of medication throughout the school day. We also work with Social Care agencies.

To support our parents, we have an Early Help support team which includes Family Link workers, Health and Wellbeing Lead and IPFA (Independence and Preparing for Adulthood) and our Lead for Health and Wellbeing. We have a school development plan (SDP) which is evaluated throughout the school year. There are school governors who form a SDP group to support all aspects of the plan.

Each year all staff contribute to and evaluate school progress and achievements, and look at areas to develop for the coming year. We analyse student progress throughout the school year. We also analyse student engagement, attendance, and the quality of teaching and learning. Where pupils receive additional funding such as pupil premium or PE grant we track the impact to make sure that it is being effective.

What training do staff have to meet the needs of the students at Claremont School?
All of our teachers are qualified. All of our teachers have undertaken specialist further professional development, both at School and with external bodies. Our Learning Support Assistants (LSA's) also have a wide range of expertise to support them at Claremont. Claremont School is committed to continual professional development, and on-going training. We ensure the staff have the skills to meet the needs of the students, to enable them to access learning. All training is tracked to ensure that statutory training is up to date. All staff have clear job descriptions which detail the qualification for each position in school. All staff have core training which relates to their work. Training is specifically related to the needs of the pupils, and required by statutory guidance. We have qualified trainers in school for courses such as Manual Handling. The Headteacher, along with senior leaders, deliver regular Safeguarding and Prevent training.

How do our equipment and facilities support students at Claremont School?
Our schools are fully accessible, with dedicated disabled parking bays. The classrooms have overhead hoists and appropriate changing facilities close to the classrooms. Our grounds are accessible, with ramps and all-weather flooring. We have a hydrotherapy pool at both sites, and these are fully accessible. We have a range of accessible equipment across both sites including eye-gaze computers, switch toys, smart-platform and trampolines for rebound therapy.

What specialist services and expertise are available at Claremont School or accessed by the school?
We work closely with the following services to support your child.

- Physiotherapy, Occupational Therapy, Speech and Language Therapy and School Health Nurses – all currently managed by Bristol Children's Community Health Partnership.
- Sensory Support Services support with Multi-Sensory Impairment, Vision Support, Hearing Support and Mobility.
- Music Therapy through Music Space.
- Transport Services to support your child getting to school, organised by the Local Authority.

How does Claremont involve parents in school life and in the education of their child?
At Claremont School parents are fully involved in the process of working with their child. This includes;

- Initial visits to school for session which the parents can stay for.
- Daily home/school book for information shared between home and school and any other settings.
- Sharing of work and learning via our online assessment tool 'Earwig', parents can comment as well as upload their own photos and videos.
- iPads to allow home and school to share learning opportunities through video and pictures.
- Parent/carer and teacher meetings.
- EHCP annual review meeting.
- Teacher reports about progress.
- Parent workshops and training.
- Parent Group with the family link worker.
- Parent representatives on the Governing Body.
- Parent questionnaire.
- Newsletters during the year.
- Medical clinics held at school throughout the year.

We also hold various events such as a Summer and Christmas Fair.

How does Claremont School involve its students in their education?
All students are treated with dignity and respect. Each student follows individual targets which link to their EHCP. The curriculum is individualised in order to allow each student the chance to access learning at their level. Each site has a School Council, and they make decisions on aspects of school life which relate to their site e.g. part of the interview process for prospective employees, which charities to support etc. Each student will have the opportunity to attend their annual EHCP review meeting, and their choices and views are shared by themselves, or their class teacher. Students have the opportunity to evaluate their own efforts and learning, and that of their peers, where appropriate.

How does Claremont School prepare its students for transition from one setting to another, or to a different school?
All transitions are well planned throughout the school, as students move within phases, and from Henleaze to Redland Green sites, or onto other provisions. We build in plenty of time to allow the student to gain familiarity with the new classroom, and we make sure that familiar adults support the transition.

We share key documents such as Manual Handling plans, Intimate Care plans, Health Plans and Risk Assessments to ensure consistency for the students. When students move from the Henleaze to Redland Green site we ensure that there are regular transition opportunities planned for several months. We take the students to the new site, meet the new teachers and people in the team. We also make sure that parents have opportunities to visit before their child transitions. For transition from school to adult life we make sure that students have opportunities to visit Post-19 provision with their families and school support. Claremont runs a Moving-On Day every autumn which is an opportunity for students and their families to ask questions and get information from a range of post-school providers, and to hear from other parents about their experiences of transition and adult services. This is led by our Independence and Preparing for Adulthood worker who supports parents to consider and investigate post-Claremont options.

Whenever, and wherever your child transitions from we ensure that we communicate with all parties concerned, to ensure consistency and continuity of approach.

How are the School's resources allocated and matched to student's SEN?

The school uses its funding to support and develop the resources (including staffing) to support all students. We work to ensure that our assessments and evidence is sufficiently well developed so as to enable us to secure the right funding so that we can provide the best service for each of our students.

How does Claremont School address concerns about its provision?

In the first instance we would encourage you to contact your child's class teacher. If you still have concerns you can contact the Headteacher. If you feel that your concern has not been addressed then please contact the Chair of Governors. The complaints procedure is also available on the website.

Support Services for Parents:

- SEN team located at www.bristol.gov.uk/schools-learning-early-years/admissions-forchildren-in-care-and-special-education-needs
- Supportive parents www.supportiveparents.org.uk/