



## Prep School SEND Information Report, 2018-19

Claremont is committed to being an inclusive school. Our intention is to help every child who comes to our school to enjoy positive learning experiences and to achieve their full potential. We offer a calm, caring environment and compassionate, committed staff who are keen to help your child succeed, and also to form a close working partnership with you. In the classrooms, all teachers are required to teach pupils with special educational needs and/or disabilities (SEND); they provide quality first teaching which takes account of the particular individual needs of pupils with SEND.

The questions and answers below should give you all the information you need about our approach to special needs. You can also view our SEND Policy on this website on the Policies page, and you are very welcome to come to talk to us about your child.

### **How does Claremont Prep School know if children need extra help and what should I do if I think my child may have special educational needs?**

We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEN Code of Practice, 2014. A range of evidence is collected through school assessment; each child's progress is tracked and monitored by form and subject teachers. Baseline assessments in English and Maths are carried out at the beginning of each academic year from Reception through to Year 8/. In addition, academic progress is reviewed five times a year; a grade is given in all academic subjects plus, Art, Drama, Music and Games. These grades (A to E) relate to whether a child is at the outstanding, excelling, secure, emerging or foundation level in the skills appropriate to their year group. At the same time, a child's attitude to learning (how successful they are in being an active, co-operative and independent learner) grades are also given.

If these assessments suggest that your child is not making the expected progress, the form teacher and/or subject teachers will consult both you and the school SENCO (Special Educational Needs Coordinator) in order to decide whether

additional or different provision and further assessment is necessary. In addition to the usual classroom assessment, there are specialist assessment tools which the SENCo uses to explore the reasons for any difficulties. She can offer advice and support to the form and subject teachers and will liaise with other professionals beyond the school to seek advice and support in identifying individual needs if necessary. Reports from health care professionals such as Paediatricians, Health Visitors, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Educational Psychologists and CAMHS staff (Child and Adolescent Mental Health Service) identify children's individual needs and often suggest strategies to support them at home and in school. The school welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.

If you have a concern about your child's progress or you believe that they have a special educational need or disability, this should be first discussed with the form teacher. Additional assessment or support can then be discussed with the SENCO. If you are not happy that the concerns are being managed appropriately and that your child is still not making progress, you should speak to the SENCo or Head Teacher.

### **How will Claremont Prep School staff support my child?**

The Head Teacher and Senior Management Team ensure that, as a school, we make appropriate provision for all pupils identified as having special educational needs. The school may support your child in a variety of ways depending upon their individual needs. Initially, this will be within the class, where learning tasks will be matched to your child's needs and will be overseen by the class teacher who delivers quality first teaching.

1:1, or small group support that is additional to that overseen by the class teacher, will incur additional costs (please contact the school for information about current rates). If a child has a range of complex needs, they may be supported in class by an INA (Individual Needs Assistant). Additional provision may be through targeted 1:1 or small group work that takes place out of the classroom with the SENCo, a Learning Support Teacher or an appropriately qualified Teaching Assistant. In those sessions, your child's targets will be set by the relevant adult leading the session in collaboration with the SENCO. These targets may be set out in the child's ANP (Additional Needs Plan) or may form part of the bi-annual Learning Support Report documents. These support mechanisms detail support that is additional to or different from that provided as part of the school's usual differentiated curriculum.

In advance of a child with special needs joining the school, the Head Teacher and SENCo meet parents to share information about the strengths and needs of the child. The child will have the opportunity to experience one or more taster days,

joining a form within the relevant year group and being supported by a 'buddy' from that form. The SENCo may observe the child in their previous setting and will liaise with other professionals involved with the child. If the child is to be supported by an INA, there will be ample opportunity for them to build a relationship in the child's previous school and at Claremont School.

The SENCo will maintain an overview of the experiences and progress of each child in her care. She will work with form and subject teachers to ensure provision is relevant/appropriate for their needs; reports from health care professionals or others working with the child and family will be used to plan support within the setting. The child will always be at the heart of all we do. We work together with parents to support the child.

### **How will the curriculum be matched to my child's needs?**

Claremont School strives to provide an engaging and exciting curriculum for all children. All teachers are responsible for using a range of strategies and resources appropriate to the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning and to make sure that students enjoy and achieve within their lessons. Children are streamed within Maths and Science in Years 7 and 8. Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary. For children with special educational needs, the teacher may provide different resources for children to use, e.g. visual symbols, ICT software to support writing, writing frames or practical resources to support mathematical understanding. Children are encouraged to improve their touch-typing skills in order to use laptops or i-pads to record their ideas and information efficiently. A growing number of pupils are using a range of assistive technology to increase their ability to record information and ideas independently. All staff are aware of, and regularly re-appraised of appropriate classroom strategies to support children's Dyslexia, Dyspraxia, Sensory, ADHD, APD and Autism needs.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Claremont School has an 'open door' policy and encourages staff to develop strong relationships with parents/carers at drop off and pick-ups as they are key to building parent partnerships and in helping children's development to progress. Telephone calls, texts or e-mails can be used to communicate with parents during the day. In Years 1 to 4, the children have a reading record book which also serves as a home-school communication book. There is a weekly newsletter for parents. Parents of

pupils who are supported by an INA (Individual Needs Assistant) are in regular, daily contact, via the INA, through a written contact book or emails.

Any concerns parents may have can be discussed informally with staff at any time, or more formally by appointment. In the Pre-Prep Department (Reception, Years 1 and 2), grade cards containing a target and reading level are sent to parents each month; a full report is sent out in February and July. In the Prep School, attainment and AtL (Attitude to Learning) grades are sent out twice in the Michaelmas and Lent terms and once in the Summer Term. Full reports are sent out in December and July, following examination periods. Twice a year, we hold a parents' evening for Pre-Prep children and each individual year group in the Prep School (years 3 to 8) which allow parents/carers to discuss attainment, progress and targets with form and subject teachers. These will identify the next steps for a child and how the school and parents/carers can help them.

The SENCo is also available to talk to at the annual parents' evenings, but can be contacted by email or telephone at any point in the school year. The SENCo will discuss with you how to support your child's needs at home and how your child's learning and development are being supported within the school. If your child has particular identified needs, the school will work in partnership with the team of medical or educational professionals supporting your child in the community and will explain to parents how they are acting on the advice from the support of the professionals.

The progress of children with an Education and Health Care Plan is formally reviewed at an Annual Review to which parents and all adults involved with the child's education are invited.

### **What support will there be for my child's overall wellbeing?**

The staff approach is inclusive, positive and welcoming to all; open, transparent communication is encouraged from the start.

We aim to develop children's emotional and social well-being in partnership with parents and carers. For some children, this may be provided by their INA (Individual Needs Assistant) who supports them and their parents in overcoming barriers to learning in order to achieve their full potential. Healthcare plans and pastoral support plans may be used to meet specific needs. These plans are created in collaboration with school, parents and pupil, and they are monitored and reviewed at agreed intervals.

Social skills groups may be set up for identified children and the SENCo may carry out a 'Pupil Voice' assessment to identify the views and needs of an individual child.

Year 8 Buddies are trained to support younger children at break and lunch times. Personalised behaviour support plans and/or risk assessments are constructed when necessary. We refer to specialist agencies such as ESBAS (East Sussex Behaviour and Attendance Service) for further support. The school also participates in events such as Anti-Bullying Week. For further information, please refer to the school's Behaviour Policy:

(<https://www.claremontschool.co.uk/wp-content/uploads/2019/03/Behaviour-Prep-School-Policy-040918-Updated-September-2018.pdf>)

and Health & Safety Policy:

(<https://www.claremontschool.co.uk/wp-content/uploads/2019/03/Health-and-Safety-Policy-040918.pdf>).

Staff have received first aid training and more specific training is accessed when required, e.g. administering an Epi-pen or Glucagen injection; we also refer to specialist nurses (e.g. Diabetes or Epilepsy nurse). A Medication Record book is completed by parents and procedures are in place for safe administration of medicine.

### **What specialist services and expertise are available at or accessed by Claremont School?**

All staff are experienced in working with the age groups that they teach. The setting has an experienced SENCo who attends regular training to keep up to date; she cascades information to the Senior Leadership Team (SLT) at weekly meetings and to the whole staff as appropriate.

External support services play an important part in helping the school identify, assess and make provision for children with special education needs.

The Local Authority's Educational Psychologist for the school is available for advice and support for pupils who have an Education and Health Care Plan. Parents/carers of other pupils requiring assessment by an Educational Psychologist are sign posted towards those often used by Claremont School parents and towards the British Psychological Society's website.

Following discussions with parents and staff about a child's difficulties, the SENCo can seek advice from East Sussex's specialist advisory teaching services for children with sensory impairment or physical difficulties or from the Children's Integrated Therapy Service's Occupational Therapy, Physiotherapy or Speech and Language Therapy services. The therapists will deliver programmes to individual pupils, train Teaching Assistants or INAs in doing so, reassess needs annually and contribute to the annual reviews of pupils with significant difficulties. These may be through the National Health Service or East Sussex County Council, although private services can be accessed if that is the parents' preferred route.

Referrals can be made to the local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs. Via the child's GP, referrals can be made to Community Paediatricians.

A variety of counselling services can be accessed both in school, and beyond, to support a range of needs. Some of these are free, others will incur an additional charge.

Parents of children who have a diagnosis of Autistic Spectrum Disorder can be referred to the East Sussex Communication, Learning and Autism Support Service (CLASS). The service will support parents, children and Claremont staff in meeting the child's needs at home and in school.

### **What training have the staff supporting children with SEND have or are having?**

The SENCo has a Post Graduate Certificate in Specialist Dyslexia Teaching. She has long experience of working with a range of difficulties and learning needs in several different local authorities. She attends training within the Local Authority and beyond. She cascades the information gathered through delivering training sessions for Claremont staff and parents. That has included training regarding implementing a fine and gross motor skills support programme, implementing Phase 1 and Phases 2 to 6 of Letters and Sounds (phonics support programme) and implications of the new SEND Code of Practice (enforceable from 1st September, 2014). INSET has included sessions on Behaviour Management, Mindfulness, Sensory Integration Difficulties, Dyslexia awareness, ADHD, Autism awareness, Hearing Impairment, how to recognise and respond to anaphylaxis and Diabetes awareness. There have been training sessions for parents about how to help their children with reading and spelling, as well as with Maths.

Our INAs are experienced in working with Dyslexia, Autism, ADHD, sensory processing difficulties, fine and gross motor difficulties, speech and language difficulties, attachment difficulties and emotional and behavioural difficulties.

Training for specific medical support, such as administering 'epipens' (for anaphylaxis) or 'Glucagen' (for Diabetes), and general information about childhood illnesses, etc, is carried out by nurses from the Conquest Hospital. Staff members (volunteers) will attend training linked to specific needs when those needs become apparent or in advance of a child with previously acknowledged needs joining the school.

## **How will my child be included in activities outside the classroom, including school trips?**

All students at Claremont School have access to all activities offered by the school which will be planned around children's individual needs and abilities. Specific needs will be discussed with individual parents. The relevant risk assessments are carried out for school visits, including residential trips, and reasonable adjustments will be made where required. If appropriate, a child may be accompanied by their INA or other appropriately trained adult to support their needs away from the school environment. The destination and nature of these trips will be taken into account when considering the needs of all children. Off-site visits are designed to enhance curricular and recreational opportunities for all children, to provide a wider range of experiences than could be provided on the school site alone, to promote the independence of our children as successful learners and to enable them to grow and develop in new learning environments.

Claremont School values the wider environment's contribution to enhancing a child's education. We have extensive grounds which are used for structured Forest School sessions each week in the Pre-Prep department and in Years 3 and 4, as well as for Science, Maths and Art activities in the Prep school.

## **How accessible is the school environment?**

When your child first joins the school, we will ask you to let us know of any access issues you or family members have. The school is not easily accessed by public transport. However, there is a large car park. There is one disabled parking bay outside the main school entrance, two disabled parking bays outside the Nursery entrance and three more disabled parking bays in the main car park. There is level access to the main entrance of the building. All Pre-Prep classrooms are on the ground floor. In the main school, the Art room and Library are on the ground floor but all other classrooms are on the first floor. The Learning Support department and the music department are both on the second floor. There is no lift. Accessible toilet/changing facilities are available.

Children from the Pre-Prep Department (Reception Years, 1 and 2) have their mid-morning breaks and lunchtimes earlier than children in Years 3 to 8. This allows for age-appropriate play provision and lessens the risk of younger children being knocked over by older ones. Almost all staff speak English as their first language, but some multi-lingual staff can provide support in languages such as French, Romanian, Spanish and German. If appropriate, staff will liaise with parents to acquire basic vocabulary or commands in a child's home language. If required, an external interpreter would be engaged or the school staff would seek to involve a

child's other family members who speak English if that would be helpful to the child and their family.

After school provision is accessible to all children including those with SEND (Special Educational Needs or Disabilities). Extra-curricular activities are accessible for children with SEND.

### **How will you prepare and support my child to join Claremont School, transfer to a new setting or the next stage of education and life?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. When parents/carers apply for a place for a child at the school, we encourage them to share concerns about a child's special educational needs or pass on information about any specialist support or agencies already working with the family. If required, staff will attend training related to a child's needs before they join the school. Meeting involved health care professionals will support the child's transition into the school, as will the sharing of any relevant documentation (e.g. paediatric or educational psychology reports), in order to ensure appropriate planning is in place.

We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and implemented.

We are sensitive to the individual needs of children at all points of transition. Within the school, children are able to visit their new year group supported by the relevant members of staff. It is also possible to organise additional visits to a new setting when required. When moving classes in school at the end of the school year, information will be passed on to the new class teacher in advance, and in most cases, a planning meeting will take place with the new teacher and parents. Photographs of the new class are incorporated into transition books which the child can share with parents in advance of the move.

If a child is moving to another school, Claremont School's SENCo will contact the receiving SENCO and ensure he/she knows about any special arrangements or support that needs to be in place for the child. All records about the child are passed on as soon as possible. Adults supporting the child will focus on aspects of transition to support their understanding of the changes ahead. Where possible, the child will visit their new school on several occasions and in some cases staff from the new school will visit the child in Claremont School.

If a child is joining Claremont School, the SENCo will meet with parents and previous supporting staff. The child will be invited to visit Claremont for one or more 'taster' days and the SENCo will maintain regular contact with parents via e-mail and/or

telephone. If the school is within reasonable travelling distance of Claremont, she will also visit the child in their previous school and arrange for the future INA to do the same to begin to build a relationship before the child joins Claremont School. If possible, the SENCo will attend the Annual Reviews prior to the transition for children with an Education and Health Care Plan.

### **How are Claremont School's resources allocated and matched to children's special educational needs?**

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

In Pre-Prep classes (Reception, Years 1 and 2), a Teaching Assistant is usually available in the mornings to support small groups, as directed by the teacher, during Maths and English lessons. In Prep school classes (Years 3 to 8), there are no Teaching Assistants. The maximum class size is 20.

Across Claremont School, children who have more complex needs may have an Individual Needs Assistant (INA) supporting them during academic lessons. INAs can adapt the teachers' planning to support the needs of the child where necessary. Specific resources and strategies will be used to support the child individually and in groups. The costs of this support will be borne by the child's parents/carers unless funding is allocated by the Local Authority as part of the child's Education and Health Care Plan.

One to one Learning Support lessons are available from suitably qualified members of the teaching and support staff if a child's Educational Psychology report, or the results of assessments carried out in school, recommend that a child would benefit from such support. These lessons are charged for in addition to school fees.

### **How is the decision made about how much support my child will receive?**

Decisions made about how much support a child will receive is monitored through observations made by form and subject teachers, regular tracking of a child's academic progress and behaviour, plus recommendations for support made in professional reports from Educational Psychologists, Paediatricians, Speech and Language Therapists, CAMHS (Child and Adolescent Mental Health Services), Occupational Therapists, Physiotherapists, etc. who are working with the child and family. The reports will be used to plan support within the school. There are regular

discussions between parents/carers, the Head Teacher, the SENCo and form teachers about the impact of support and changes as necessary. Other professionals involved with the child/family will support the decision-making process. Staff meetings within the school and dissemination of information that becomes available to the SENCo via email, will ensure all staff working with the child know the child's needs and how to support them.

When a child has significantly complex special educational needs that have been formally diagnosed by specialist medical or educational practitioners, the school will assess whether there is a sufficient level of staff competency and a suitably specialised environment to meet those needs. If the needs cannot be reasonably provided within the school's normal resources, it will be necessary to request an assessment of education, health and care needs by East Sussex County Council. This may result in a child having an Education and Health Care Plan. The plan will be a legal document describing a child's needs, what should happen to meet those needs and the most suitable educational placement for them.

### **How are parents involved in Claremont School? How can I be involved?**

Claremont School provides a happy and supportive environment, forging strong partnerships between home and school. We are keen to involve parents in all aspects of school life. Informal cheese and wine evenings are held for parents in the Michaelmas Term. Parents/carers are encouraged to share information with members of staff from the on-set, and on a daily basis, about individual needs of their child and any agencies involved with the child/family.

Expertise of parents is used to enhance curriculum work when appropriate and they are sometimes asked to accompany school trips. All parents/carers who have direct contact with children are required to be DBS (Disclosure and Barring Service) checked. We are always very grateful for parent volunteers to hear children read in school, to help with Forest School, the Jubilee Garden and to support pupils during exam periods in Years 4 to 8.

In addition to parent Consultation Evenings, parents can also make an appointment to see their child's teachers to discuss any concerns at any point in the year. Parents are encouraged to support their children with homework activities and by attending key performances throughout the school year. Parental questionnaires enable the school to receive constructive feedback.

Termly calendars of events are available on the school website to inform parents of forthcoming events and there is a weekly Newsletter, which is emailed to all parents; it is also available on the website.

The Friends of Claremont School is a parent body that works to enhance the life of the school and fund educational resources and experiences for the children. They arrange many events throughout the year for parents and children alike (for example,

Christmas Fair, an Easter Egg Hunt and Bonfire Night), run a second-hand uniform shop and always welcome new members to help.

### **Who can I contact for further information?**

The first point of contact within the school is a child's form teacher. The SENCo will be able to offer advice and will be able to signpost parents to other professionals who may be able to help, such as the Health Visitor, Speech and Language Therapist (SALT), Paediatrician or Educational Psychologist.

If your child has a diagnosed special educational need or disability and you would like to know more about how we could support them, please contact the SENCo:

**Mrs Andrea Featherstone**  
**SENCO**  
**Claremont School**  
**Baldslow**  
**St Leonards on Sea**  
**East Sussex**  
**TN37 7PW**

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