



3	<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• At Clarendon, all teachers' planning is differentiated to meet the needs of both individuals and specific groups of pupils.</li> <li>• Individual Education Profiles and individualised targets are in place for children identified as having an additional educational need.</li> <li>• We use regular assessment tools and class pupil progress meetings to ensure that the work given to pupils is appropriately matched to need.</li> <li>• The Senior Management Team and Governors at Clarendon engage in regular monitoring of curriculum planning and delivery to ensure that appropriate strategies are implemented.</li> <li>• We also give careful consideration to how we can meet the needs of those children who are considered as 'gifted and talented'.</li> </ul>
4	<p><b>How will I know how my child is doing and how will you help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• Sharing information between the parents and Clarendon School is seen as key to ensuring good pupil progress.</li> <li>• We encourage all parents to talk with us when they have a question or concern about their child. A senior member of staff is usually available before and after school to answer any immediate concerns. For more 'in depth' discussions, we would suggest that parents make an appointment with the class teacher or SENCO.</li> <li>• In addition to regular contact with supporting staff, we use home school communication books (when required) for those children who have a Statement of SEN.</li> <li>• We offer termly parents' evenings and half yearly written progress.</li> <li>• IEPs are reviewed and discussed with parents.</li> </ul>
5	<p><b>What support will there be for my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• Clarendon is a small Primary School and the staff are able to know the pupils as individuals.</li> <li>• We provide an inclusive and caring ethos.</li> <li>• We have a dedicated Welfare Assistant who supports the general welfare of all pupils, manages pupil medication and ensure health care plans are in place for those children who need one.</li> <li>• The school has a 'Children with Medical Needs' Policy.</li> <li>• We also employ a Clarendon Home School Link Worker, who can offer additional pastoral support to our families. Please contact the office staff to make an appointment with her.</li> <li>• Our support assistants and higher level teaching assistants are able to deliver targeted interventions as required.</li> <li>• There is a Prefect system in place to help support children in Reception during break times.</li> <li>• We have a School Council which enables our pupils to have a say in how the school is run and to voice questions, concerns and ideas.</li> <li>• The School has very close links and a positive working relationship with Clarendon Children's Centre.</li> </ul>

6	<b>What specialist services and expertise are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>• We have access to LEA Support Services such as Educational Psychology, Behaviour Support and Language and Literacy Support. We are able to refer pupils to these Services when a need has been identified.</li> <li>• We have access to partner NHS Therapy Services, where appropriate, and these Services are identified on our Provision map.</li> <li>• The School may also refer children into other specialist support services, when required. These include CAMHS and Surrey Children’s Services. These referrals take place with the agreement of parents.</li> <li>• We have experienced ‘teaching and support’ staff members who have received training in a range of specific interventions aimed at supporting children with additional needs.</li> </ul>
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• We have opportunities for regular INSET delivered by our staff and outside specialist services. We identify training needs with all teaching and support staff and ensure our School Development Plan includes such appropriate training opportunities.</li> <li>• Staff members are trained in the delivery of Wave Two and Three interventions.</li> <li>• We request specific training by specialist agencies. These include the Speech and Language Therapy Service, Occupational Therapy, The Language and Learning Support Service and the Behaviour Support Service.</li> <li>• Staff at Clarendon are informed and updated on SEN matters on a regular basis through staff meetings, INSET and individual meetings with the SENCO.</li> </ul>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• At Clarendon, we believe in an inclusive approach for all pupils. The requirements of all our pupils are considered and any needs that require specific support are implemented in a discrete and sensitive manner.</li> <li>• Trips and activities are planned so that they meet the needs of all the children. If one to one support is considered appropriate, then this is provided in addition to standard adult pupil ratios.</li> <li>• Required adaptations and interventions are made as and when appropriate.</li> <li>• Offsite activities are supported and differentiated using the same approaches as those used in School.</li> </ul>
9	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• Whilst our listed building at Clarendon has stairs to a first floor, the ground floor is accessible to all through ramped access points. We are able to offer school places to children with disabilities through forward planning.</li> <li>• We have an adapted toilet for adults and children with disabilities.</li> <li>• We have demarcation marks on stairs (to support those with visual needs) and handrails at 2 different levels on one set of stairs.</li> <li>• We have an Accessibility Plan in place and endeavour to make all reasonable adjustments to meet the needs of all pupils.</li> <li>• Our policy and practice adheres to the Equality Act 2010.</li> <li>• Information leaflets can be made available in different languages. Please ask at the office if you would like further information.</li> </ul>

10	<p><b>How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</b></p>	<ul style="list-style-type: none"> <li>• We welcome visits for parents/carers of any child joining our School.</li> <li>• Induction days are planned for Reception children and, as appropriate, for older children who join Clarendon School.</li> <li>• We also offer extra transition visits for any pupil where additional orientation time would be beneficial.</li> <li>• Where possible, staff will undertake transition visits to a child's current setting as well as meeting with staff to ensure the smoothest possible transition.</li> <li>• In conjunction with the School, Clarendon Children's Centre, run the 'Steps into School' Programme for those children that would find this beneficial.</li> <li>• Our Home-school link worker at Clarendon is able to meet with parents to provide additional support where pupils are due to move on to the next stage of their education.</li> <li>• We hold information meetings for parents and provide information leaflets and letters as appropriate.</li> <li>• We inform parents of the local secondary school Open Days, provide additional information about applying for places and offer the opportunity for all pupils (or other provision) to visit their new Schools.</li> <li>• When required, we also hold planning meetings with partner agencies to ensure smooth induction and transition.</li> <li>• Teachers of receiving Schools are encouraged to meet our pupils and to discuss transition arrangements with the class teachers and SENCO.</li> </ul>
11	<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• All classes at Clarendon are allocated a budget to provide materials and resources to meet the general needs of pupils.</li> <li>• More specific resourcing (from the School's SEN budget) is allocated to support identified needs as appropriate.</li> <li>• Class teachers meet with the SENCO and Headteacher half termly to consider the ongoing needs of children and how they can best be supported.</li> <li>• Statemented pupils receive some additional funding from the LEA to help meet specific needs.</li> <li>• The School allocates funding as part of the budget setting process in order to meet INSET and additional training needs.</li> <li>• Wave Two intervention programme costs are met by Clarendon School and allocated to individual pupils based on need.</li> <li>• Many interventions will be short term in nature, allowing for early review and/or sharing of concerns.</li> </ul>
12	<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<ul style="list-style-type: none"> <li>• A decision about appropriate support and intervention for a pupil is made with the class teacher and SENCO.</li> <li>• The type and amount of intervention provided will be decided upon based on the child's individual needs, expected outcomes and, where appropriate, advice received from supporting agencies.</li> <li>• Pupil progress is regularly reviewed at Clarendon. Where progress might be 'less than expected', targets, intervention and resources will then be reviewed and, where necessary, changes made.</li> </ul>

13	<p><b>How are parents involved in the school?</b>  <b>How can I be involved?</b></p>	<ul style="list-style-type: none"> <li>• At Clarendon School, we encourage all parents and carers to take an active interest in their child's learning and to enhance and support that learning wherever possible.</li> <li>• Curriculum planning information is available on the School website and termly curriculum class newsletters are sent out to all parents.</li> <li>• Parents are encouraged to meet with the class teacher to discuss their child's targets and how strategies can be implemented to support them both at home and at School.</li> <li>• Clarendon School welcomes adult support (subject to statutory safeguarding checks) for activities such as listening to readers. <b>N.B.</b> We always ask parents to work in a different class to their child as it can sometimes be unsettling for a child to see his or her parent at School.</li> <li>• Parents are actively encouraged to support Clarendon Parents Association (PA).</li> <li>• Parent Governors are of course, vitally important to the running of the School and there is a dedicated governor responsible for SEN.</li> </ul>
14	<p><b>Who can I contact for further information?</b></p>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the SENCO and Headteacher. Clarendon School phone numbers and the email address can be found on our website.</p>