



Joseph Clarke
School

**Information
Report**

Special Needs Information Report 2017-2018

Joseph Clarke School



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1. Introduction

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2014, DFE)

The following report is in compliance with the duty (Section 69 of the Children & Families Act 2014) placed on schools to publish a Special Educational Needs (SEN) Information Report.

2. How does Joseph Clarke School identify children and young people with SEN?

- All children and young people at Joseph Clarke School have special educational needs in one or more of the following areas: Vision Impairment, Autistic Spectrum Disorder, Speech Language and Communication Needs, Severe Learning Difficulties, Profound and Multiple Learning Difficulties or Multisensory Impairment. Children and young people with more than one area of difficulty may be described as having complex needs.
- The majority of children and young people who enter Joseph Clarke School have already been assessed as having Vision Impairment or another SEN and have been issued with a Statement of SEN or, more recently, an Education, Health and Care Plan, which sets out their needs and the services which will be provided to meet those needs and help them to make progress.
- A few children and young people are referred to Joseph Clarke School for the purpose of a full assessment of their SEN so that an Education, Health and Care Plan can be agreed.
- Some children and young people may develop additional needs during their time at the school. Alternatively, areas of need which are not identified as part of a Statement or Education, Health and Care Plan may become apparent as part of ongoing assessment by the school. If this is the case the school may seek additional advice from a professional with the relevant expertise, such as a Mobility Expert, Educational Psychologist or a Speech and Language Therapist, and as a result of this advice may ask the local authority to amend the Statement or Education, Health and Care Plan.
- Each year the school will call a Person Centred Review at which school staff and parents will discuss progress during the year and review the Statement or Education, Health and Care Plan. The Review is structured so that the child's voice is heard and so that parents have every opportunity to be part of the discussion. If it is agreed that changes are needed the school will ask the local authority to make them.
- If a parent is concerned that their child has needs which have not been fully identified or are not being met the first thing to do is to speak to the class teacher and discuss your concerns. Family Support, or the Headteacher will also be happy to meet parents who wish to talk about how their child's needs are being met.



3. How does Joseph Clarke School support my child?

- Joseph Clarke School provides highly personalised support for children and young people with SEN.
- There are small classes taught by qualified teachers. Most classes have at least one learning support or teaching assistant who receives specialist training.
- Teachers work with their team and with parents, children and young people to agree individual learning objectives and strategies for learning.

4. How will the curriculum be matched to meet my child's needs?

Joseph Clarke School has developed a specialised curriculum, designed to meet the needs of the children and young people who attend the school. The curriculum supports children and young people to develop effective communication, to improve their physical skills and their ability to explore the world around them, to learn the skills of reading, writing, mathematics, science and ICT when they are ready to do so and to make positive relationships, work alongside other people and play their part in society.

- According to their needs, children and young people learn through a sensory approach, through play and practical activities or through a more formal approach.
- Young people who are ready to do so may take GCSEs or Entry level examinations and all young people follow accredited courses as they move into secondary education.
- Children and young people may attend local mainstream schools and colleges for part of their timetable if this will help them to make progress.

5. How will I know how my child is doing?

- Parents are invited to attend an initial review meeting after their child has been at their school for six to eight weeks.
- From then on parents attend two reviews each year to hear about their child's life in school, to discuss progress and achievement and to set learning goals for the future.
- Teachers generally keep in touch with families by writing in home-school books or homework diaries. If you would prefer, your child's teacher will make contact by telephone or email or you can make an appointment to come into school to talk to the teacher.
- Family Support are always happy to speak to parents or to meet them if there are any questions about the school.
- Parents receive a written report every year and will also receive copies of Certificates and Special Mentions when children and young people have done something particularly well.
- Parents are very welcome to come into school to observe their child (by arrangement) and will be invited to school events and celebrations.



6. How will you help me to support my child's learning?

- Parents are fully involved in agreeing learning goals and discussing their children's progress.
- Family Support provide advice and support for individual families.
- There are regular parent groups.

7. What support will there be to support my child's overall wellbeing?

- Joseph Clarke School is fully committed to ensuring that all children and young people are safe in school and enjoy learning.
- Classroom staff work hard to help the children and young people see that they are valued for themselves.
- The School celebrate progress and achievement, helping children and young people to develop self-confidence and feel good about themselves.
- All staff act as advocates for their pupils so that their voices are heard and they are supported to make choices and exercise control.

8. What specialist services or expertise are available at or accessed by the school?

- Teachers and support assistants specialize in sensory impairment, learning difficulties or autism.
- Family Support provides advice and support for families at all points in their lives and particularly when young people are moving on at the end of their time in school.
- Joseph Clarke School employs mobility specialists to help teach visually impaired students how best to navigate their environment and Reprographics specialists who convert course material and other written material into Braille or large print in the pupils' preferred fonts.
- The local healthcare trust provides Speech and Language Therapy, physiotherapy and occupational therapy to meet individual needs where these are spelt out on Statements or Education, Health and Care Plans.
- The school is able to refer to services within the London Borough of Waltham Forest, such as the Educational Psychology Service, Specialist Children's Services, Early Intervention Team, Adolescent Mental Health Services, Harmful Sexual Behaviour Team and appropriate local charities such as the Limes and Carefree Kids.
- The School employs the services of an Attendance Officer.
- The School employs the services of an SEN Careers Advisor.
- The School is able to refer to a specialist counsellor for pupils with vision impairment.



9. What training have staff members supporting pupils with SEND had?

- All members of the Leadership Team have specialist qualifications in SEN at master's level.
- All teachers are expected to gain a specialist qualification in SEN and or Vision Impairment within the first few years of working at the Academy.
- All members of the support staff follow the Academy's Progression Scheme through which they develop their expertise in SEN.
- Classroom staff who work with children and young people with medical needs receive appropriate training.
- There is a school-based programme of in-service training for teachers and teaching assistants.

10. How will my child be included in activities outside of the classroom?

- Activities outside the classroom are part of the curriculum across Joseph Clarke School.
- Joseph Clarke students take part in swimming lessons in a local public swimming pool and enjoy a wide programme of visits outside of the school.
- All pupils join in school-wide activities including expressive arts, celebrations and physical activities.
- Children and young people use the local community for learning, visiting local shops, playgrounds and other leisure facilities.
- Children and young people benefit from educational visits to places of interest around the local area.

11. How accessible is the school environment?

- Joseph Clarke School has recently been completely refurbished. It is now completely wheelchair accessible.

12. How will the school support my child in starting school and moving on?

- Parents are invited to visit the school with their child before a place is agreed. During this initial visit the school will gather key information to make sure that the child's needs are met.
- At least one further visit will be offered once the place has been agreed and during this visit parents are asked to complete a 'pre-entry profile' to help with the teacher's planning.



- Joseph Clarke School works in partnership with parents to identify the next steps for young people as they leave school.
- From the age of 14 all reviews include discussion of future plans and the school will make every effort to adapt the curriculum in order to prepare young people for the next steps in their lives.
- Family Support will support parents in their discussions with the local authority, social services and possible future placements so that all can be confident that the right decisions have been made and that the young people are as well prepared as possible.
- Whitefield Academy Trust has started 'Project SEARCH' in East London – an internship-based programme that has been very successful in finding full-time paid employment for students leaving both Whitefield and Joseph Clarke Schools.

13. How are the school's resources allocated and matched to pupils' SEN

- Statements and Education, Health and Care Plans set out the level of support which children and young people need and the funding which will be made available.
- The Senior Leadership Team plan classes so that children and young people are in an appropriate group with the right levels of support in line with their Statement or Education, Health and Care Plan.
- Senior Leaders also ensure that services such as Speech and Language Therapy, mobility and physiotherapy are allocated fairly across all pupils who need them.

14. How are decisions made about how much support my child will receive?

- Through the Statementing/ Education, Health and Care Plan process.

15. Who can parents/carers contact for further information?

Further information is available in the Whitefield Academy Trust SEN policy.

- In the first instance the best contact is with the class teacher, after that Family Support or the Headteacher will be happy to help. The Joseph Clarke school office number is 020 8523 4833 and the school e-mail address is school@josephclarke.waltham.sch.uk

Further information within Waltham Forest:

- Please refer to the London Borough of Waltham Forest 'Local Offer' of support which can be found on the Waltham Forest Council web site at:
<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>



- The Waltham Forest Special Educational Needs Disability Information Advice and Support Service (WFSENDIASS) can be contacted by any parent/carer for impartial information, advice and support – their number is 020 8496 5230 or Freephone 0800 587 2521.



**Shared via the school website:
www.whitefield.org.uk/jc**