



Clovelly House School
Stay safe, respect, achieve

SEN Information Report

1. Introduction

Clovelly House School is an SEMH Independent special school, for up to 10 pupils, situated in a rural area in the Leicestershire countryside. The school is a 'countryside school' and caters for mixed gender pupils from 10-18 in small class groups of up to 4 in a class. The children at the school have, primarily, SEMH challenges, but may also have learning difficulties, specific learning difficulties, some mental health challenges and some physical difficulties. A number of pupils have high functioning ASD and have access to a sensory program and models based on SCERTS and 'Zones of Regulation'. Most of the pupils who attend the school will have an 'Education Health Care' Plan, (EHCP), and will have experienced some assessments of need.

2. Information

2.1 Policies

The school has policies and procedures for assessing, identifying and working with pupils with Special Educational Needs. These include:

- Accessibility Policy
- Admissions Policy (See School Website)
- Assessment Policy
- Child Protection Policies and Procedures
- Children with Medical Needs Policy
- Curriculum Policy (See School Website)
- EHCP Review Procedures
- Equalities Action Plan
- Examinations Policies and Procedures
- Inclusion Policy
- LAC Policy
- Pupil Integration Policy
- SEND Policy (See School Website)
- Teaching and Learning Policy (See School Website)
- Transition Policy
- Well-being policy

Copies of all policies and procedures are available from the school. Copies may be obtained by mailing JCollighan@clovellyhouse.co or by phoning the school on 01455-821253

2.2 Consultation with parents/carers

The school welcomes parents and carers of children with Special Needs. Prospective parents/carers can phone or email Jennifer Collighan, (Principal), and arrange a visit to the school. Visitors are requested to try and make appointments at a time which will limit disruption to the smooth running of the school although if this is not possible, the Principal will try to meet any reasonable request by parents/carers visiting the school. At all times the contributions made by parent/carers will be listened to and valued as important information about the child. After placement, parents/carers are encouraged to support the child in their education placement. Parents/carers should arrange a handover about each child in the morning and after school each day to provide a wrap-around service. This may be as easy as a quick text or email each way.

Each child has a 'Mentoring Meeting' at least once a half term. Parents/carers are encouraged to attend these to review the child's progress and to plan new targets for the following half term. The parents/carers of Looked After Children, (LAC), are also encouraged to report to and/or attend meetings and contribute to the child's Personal Education Plan, (PEP), and Education Health Care Plans, (EHCP), reviews. (These may take place by phone call or online video, but parents are encouraged to have face-to-face sessions where possible).

In addition, the school has a number of social events during the school year such as 'sports day,' 'picnics,' 'open days' etc., which are opportunities to share and celebrate our children's success with each other. Parents/cares are invited to join in these social events.



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2.3 Support for parents/carers

If a parent/carer has a concern about a young person, or are worried about their learning, they are encouraged to contact the child's teacher in the first instance and to express their concern and try to find a solution to the problem. If the parent/carer is not satisfied with the response from the teacher, then s/he should escalate the concern or worry to the Principal.

For more serious concerns, the school also has a 'Complaints Policy and Procedures'. This is available on the school website, or copies may be obtained by phoning the school on 01455-828003.

If the parent/carer has a safeguarding concern, this must be reported to the Principal or the Home Manager, who function as the Safeguarding Officers for the school. If, however, the concern is about the Principal, the parent/carer should refer the matter to the Local Authority Designated Officers, (LADO), Kim Taylor on 0116-3055141 or Lovono Brown on 0116-3058161.

2.4 Arrangements for Consulting with Pupils

The school has a very personalised approach to teaching children and young people. Pupil voice is considered to be important for building relationships, maximising learning and for the smooth running of the school. Given the small classes, to a maximum of four, but more usually two to three, pupils have constant opportunities to discuss with the tutor, contribute to the school and to verbalise their views. Children are consulted at the referral stage, where possible, and, during induction, the children are encouraged to do some assessments, including verbal and oral sessions where they can plan their learning with education staff. The results are shared with children, where appropriate, and forward planning is done with the child.

Clovelly House School has a school meeting weekly which is an opportunity for collective discussion about school matters.

Local Authorities may request therapy sessions for children and these also give the young person an opportunity for working through and verbalising their challenges with their own therapist.

2.5 Assessment and Review of Progress

When the young person is first placed in the school, the school will endeavour to obtain previous data about the pupils' education history. Following this, the school will do a comprehensive assessment of the pupil's needs. This includes, basic literacy, basic numeracy, Cognitive Ability Tests, learning styles, Assessment of Specific learning difficulties, and other tests. The assessment period may take up to twelve weeks.

Teachers and tutors will use 'Continuous Assessment' in the classroom based on the 'Mastery to Learning' steps. The Local Authority may also request an Educational Psychology Assessment which can be contracted out to the school Educational Psychologist for a more formal assessment of learning.

Once the school has the above information these results are used to set goals and to plan learning opportunities for the child according to his/her abilities and interests. These are reviewed half termly with parents/carers where possible at the child's PEP review and Mentoring meeting.

All tutors/teachers of LAC are required to write a full school report for each child twice a year, to coincide with the child's LAC review or his/her entrance to the school. This will be shared with parents/carers and relevant professionals. Day scholars will receive a school report at the end of each school year.

Please see the school 'Assessment Policy'.

2.6 Transition

Where possible pupils who enter the school will have a transition period when moving from their previous home/placement to the new school. This will allow pupils to visit the school and enter into dialogue about their future in the school.

Given the small size and location of the school and the small staff team, pupils who attend Clovelly House School will have a seamless transition between phases, KS2 to KS3 and KS3 to KS4.

The school attends to transition between the school and college placements or moving on placements. In year 10 and year 11, pupils will be encouraged to attend part-time college courses to do taster courses in vocational studies in Leicester. These may take place with Clovelly House staff support and helps to build the pupil's tolerance and



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independence. In cases where the pupil is moving on to full time college, this will be prepared with dialogue, visits, meetings with the new support officer/tutor and other relevant persons. At all times the pupil will be consulted and asked for their opinion. All plans for transition will be recorded in a 'Transition plan'.

Please see 'Transition Policy'.

2.7 Teaching pupils with SEN

At all times the school has high expectations for pupils achievement. The school has a 'Curriculum Policy' and a 'Teaching and Learning Policy' which are available on the school website. Plans for teaching pupils with SEN depend on their specific needs. Children who have learning difficulties will have a moderated curriculum to allow them to make progress according to their abilities. Assessment opportunities will be made by using 'Unit awards' and 'ASDAN award scheme' levels.

Children who have specific learning difficulties will have a personalised curriculum and tutors will use learning styles according to their interests and abilities. Pupils may have a package of GCSE level examinations combined with Functional Skills and BTEch exams., which may follow our 'hidden curriculum' model.

Pupils who have SEMH needs will have a personalised curriculum to develop their academic stamina and tolerance for formal learning and structure. This may be done through giving small, achievable targets and offering positive incentives, working towards formal examinations. The school uses their own unique model, 'The Clovelly House Hidden Curriculum' which is a model based on accelerating and encouraging pupils to build up their ability, tolerance and stamina for formal learning using a nurture approach.

All pupils will be supported to work towards obtaining Function Skills and GCSE results and formal learning will be encouraged and valued.

2.8 Adapting the Curriculum and Learning Environment

Given the small class groups in the school it is possible to personalise the curriculum and learning for each child. The school will use graded assessment steps to help pupils to experience success at the lowest level, thereby building BTEch and Functional Skills through to GCSEs, Foundation and Higher.

The learning environment may also be adapted by offering a wide range of vocational and practical qualifications which may offer opportunities for pupils to experience success and achievement. These are aimed at building self-esteem, identity and career opportunities. The rural environment and large site of the school are conducive to a range of such qualifications which may be accredited through ASDAN and BTEch routes.

2.9 Staff expertise

The Principal of the school is qualified in Special needs, (see 'School Prospectus'). The school appoints staff members who have experience in working with SEMH pupils and who have a range of specific subject specialisms. To compliment this part-time staff members are employed to broaden the range of subject offerings in the school. The staff team consists of Teachers, Tutors, offering vocational, PE, Outdoor Pursuits and skills courses, as well as teaching Assistants who support all learning in the classroom and out.

Pupils who show a particular aptitude or interest in a subject will have their needs met by the school sourcing a suitable specialist to teach them where possible. Staff members are encouraged to engage in ongoing CPD and 'reflective practice sessions' with the staff team to share good practice and learning from each other.

All staff members are trained in therapeutic and nurture approaches using DDP and PACE overseen by the school psychotherapist well as using models including 'Zones of Regulation' and 'SCERTS', overseen by the School SALT.

2.10 Self-Evaluation

The school has a comprehensive School Development Plan, (SDP), which is reviewed throughout the year to determine progress towards meeting objectives. The school is also subject to OFSTED inspections and is required to meet the Independent School Standards.

The Principal uses this information together with the following information to evaluate the progress of the school and to set objectives for the following school year:

Pupil feedback

Parent/carers feedback



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Staff feedback

Therapist feedback

Complaints

Clovelly House Manager Meetings

Feedback from Professionals

Local Authority audits of the school

In addition, the school is happy to make changes for the better in response to appropriate feedback from all stakeholders throughout the school year.

2.11 Additional Support for Pupils with SEN

The school is able to provide additional support for children with SEN. This may include providing coloured overlays, editing text book pages by copying pages, enlarging print, cutting copies into smaller more management sections, etc. The staff members are also aware of learning styles and try to cater for each child's specific learning styles. Support may also be provided by offering technology for learning and online learning programs which may be more approachable for pupils.

The curriculum and timetable may be adapted for pupils such as breaking the lessons down into shorter units, alternating more formal activities with practical activities and providing opportunities for movement during lessons. The needs of pupils in terms of gaining access to formal examinations is arranged in advance and applied for from exam boards.

2.12 Equipment and Facilities

The school has a 'Sensory Room' which is accessible to pupils during the school day. Additionally, there are areas in the school and grounds for pupils to go to if they wish. These aim to encourage sensory processing and quiet spaces for self regulation. These include the reading corner, small pets, the stream and pond, the 'tree house', the trampoline, swings, and the gym.

The school has appropriate ICT equipment and will offer opportunities for pupils to learn through technology according to their responses to formal learning. Pupils may access programs such as online educational programs. There are extensive opportunities for 'land studies' learning in the surrounding countryside, in the stream surrounding the property, in the pond, in the polytunnel and greenhouse and in the gardens. Pupils will be encouraged to engage in special projects and resources will be sourced for these.

Additionally, there are extensive facilities for engaging in outdoor pursuits activities in the surrounding areas – these include walking, fishing, golfing, hiking, cycling, sports centres, 'birdland', the zoo, animal farms, etc.

2.13 Peer appropriate activities

Pupils will be encouraged to attend 'Taster courses' at a college in Leicester from year 10 and in year 11. They will have the chance to meet peers from other schools in Leicestershire. Pupils will also be encouraged to join sports groups such as football and basketball, youth groups and join horse riding clubs in the area. When pupils are settled and thriving in the school, the school will source links with local schools for the chance to share resources and offer mainstream opportunities for our pupils.

2.14 Emotional and Social development

The school has contracted a psychotherapist, SALT, school counsellor and OT to work with children if referred by the local authority. In the school PSHE is considered a 'core' subject for all pupils who work through the appropriate PSHE curriculum. In addition, the teachers in the school have extensive experience in working with SEMH pupils and the ethos of the school is to adopt a therapeutic approach. To this end all staff members engage in reflective practice, and share information and good practice to support the emotional and social development of the young people. The school has a pastoral support worker who supports individual pupils who are struggling, and the staff members discourage bullying in the school.

See 'Pastoral Care Policy' and 'Bullying Policy'.

2.15 Pandemic Restrictions



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The school has implemented comprehensive package to support pupils affected by restrictions as a result of a pandemic. These can be viewed on the school website, Remote Learning offer and Policies and Procedures. Where possible, pupils will be expected to attend on-site schooling. Where this is not possible due to health concerns and shielding, the school will send out appropriate, individualised work packs for each child each week. Pupils will be encouraged to attend 'zoom' calls with staff and peers twice a day during shielding.

2.16 External Professionals

The school has a contracted Speech and Language therapist, contracted Occupational Therapist and contracted Educational Psychologist and a Behaviour Management Training Consultant who work at the school on an hourly basis with pupils as well as training and cascading information to staff members.

The school does not have a Governing Body, however, the Principal has a Senior Leadership team, which includes the Home Manager of Clovelly House, the therapists, the School Business Manager and the school Deputy Head teacher. This team promotes links with external professionals such as the LAC Nurse, the local Beat Officer, Local Authority officials, CAMHS, YOT team members, and special nurses. These links are promoted for the benefit of the pupil.

2.17 Complaints

The school has a 'Complaints Policy and Procedure' which is available on the website. Parents/carers are encouraged to approach the school in the first instance to deal with any issues which may arise, but if they are dissatisfied with the response, may use the 'Complaints Process'. All complaints are recorded and stored and are available for OFSTED Inspectors during Inspection proceedings.

In addition, pupils have access to a pupil complaints leaflet and are encouraged to express their complaints through this process. This is also subject to audit by OFSTED.

2.18 Support Services for Parents/carers

According to the SEND Code of Practice, 2015, and the Families Act, 2014, the local authority is responsible for supporting parents/carers to access the 'Local Offer'. This is an offer which provides funding for pupils with Special Educational Needs to attend an appropriate school and details access to support services. This 'local offer' takes into consideration parental/carer choice.

Parent/carers who are interested in placing their children at Clovelly House School are advised to access this route at www.leicestershire.gov.uk/local-offer. For support with this contact:

Alison Barnes
Local Offer Co-ordinator
Leicestershire County Council
Room 500
County Hall
Glenfield
Leicestershire LE3 8RA

For all other enquiries please contact Jennifer Collighan (Principal – Clovelly House School – 07853852519)