

SEN Information Report, January 2025

1. Introduction

Clovelly House School is an SEMH Independent special school situated in a rural area in the Leicestershire countryside. The main school site, for up to 10 pupils, is at Merrylees near Thornton, but the school also has an annex at Enderby which caters for an additional 10 pupils.

The school ethos at Clovelly is that of a 'countryside school' and caters for mixed gender pupils from 10-19 in small class groups of up to 4 in a class. However, most of the classes are delivered on a 1:1 or 1:2 basis. The site at Enderby is more of a 'moving on' site. The pupils are on external examinations routes or are on Independence Plans, and are expected to do some lessons in groups as in a college setting.

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. The majority of the pupils have anxiety and stress, school avoidance, and are on the Autism spectrum. Most of the pupils who attend the school will have an 'Education Health Care' Plan, (EHCP), and will have experienced some assessments of need.

The school also offers a robust Outreach program and Remote Learning package for pupils who struggle with onsite education.

The school has a strong Education Leadership Team to support you and your children including:

Principal – Jennifer Collighan, School Heads – Nik Smith Weston and Ethan Hawkins, SENCO – Neil Robinson, DSL – Ethan Hawkins, Curriculum Lead – Nik Smith Weston

2. Overview of past year

During March 2023, Clovelly had a full OFSTED inspection. The inspection resulted in a grade of 'requires improvement' as a result of shortcomings in the curriculum at the time. Following this, in April 2024, the school had another full OFSTED Inspection and achieved a 'good' in all areas. Since then, the school has made significant progress in developing the curriculum and SEN provision. Neil Robinson has been appointed as SENCO since September 2023 and is enrolled on the L7 SENCO award. He is supported by Jennifer Collighan and both school Heads, both experienced educators.

3. Information

3.1 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 in hard copy or on the school website:

www.clovellyhouse.co. Copies may be obtained by mailing SchoolHead@clovellyhouse.co or by phoning the school on 01455-821253.



SEN Information Report, January 2025

3.2 SEN staffing and training

The Principal, Jennifer Collighan, is an experienced SENCO and is qualified in Special needs. Neil Robinson was appointed to the role of SENCO for the school from September 2023. The School Heads are experienced in Special Needs education. These four leaders form the SEN team for the school. In addition, the school has a staff team who bring high levels of experience and expertise in working with SEN pupils. The SEN team meets every half term to discuss matters and the Senior Leadership Team, (SLT) has a weekly meeting including an agenda item to discuss SEN matters weekly. The SLT team includes the Principal, the School Heads, the SENCO, and the Bursar who contributes to budget and resourcing.

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. In addition, when a new child is admitted to the school, the Principal and SENCO prepare a pupil profile as well as an EHCP tracker which is shared with all staff. This is used to inform provision moving forward.

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

The staff team has a reflective practice session weekly, where pupil needs are discussed with the whole staff team. During 2023, the whole staff team were trained inhouse in understanding SEN. Other staff members are trained to level 2 in Autism, Epilepsy, Diabetes and managing Allergies. All staff are offered continuous training in SEMH needs. The school has a CBT trained counsellor who works with all pupils each week.

The SALT offers regular training in 'Communication & Interaction' using strategies such as 'Zones of Regulation', 'Talking Mats', etc. The exams team have been trained to apply for access arrangements for pupils who need support to access formal qualifications. The curriculum officer delivers or arranges training to cater for SEND needs within delivery of the curriculum.

The OT offers weekly individual support for pupils who have sensory and/or motor skills needs and who have been identified as needing specialist support in their EHCP.

3.3 Systems

The school has a robust SEND policy which is consulted upon by all stakeholders. The SEN team also produces a school provision map, up-to-date SEN information report, minutes of meetings wherein SEND needs are discussed. Where GDPR rules allow, these are available on the school website.

Pupils who are offered outreach or remote learning packages are monitored to ensure that they address any SEND needs of pupils.

Curriculum planning is personalised for each pupil and addresses their individual needs. Assessment and target setting is closely tied with their SEND needs and, where necessary, access arrangements are applied for to support pupils writing examinations.

Where necessary, the school provides resources to support pupils with SEN such as enlarged print, handwriting pencils, coloured overlays, SEN reading materials, IT support, scribes, 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.

This is all recorded in the school's provision maps which are available, in general, online, and for specific children, in line with GDPR, in the children's files.

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. Attention to SEND provision is included in the School Development Plan, 2024/25, (see below)



Clovelly House School
Stay safe, respect, achieve

SEN Information Report, January 2025

2. The Quality of Education Provided by the School

Objectives								
7. To review the SEND provision across the school	<ul style="list-style-type: none">* Policies and procedures are to be updated and reviewed regularly in line with new developments* To support the SENCO to complete the L7 qualification* SEND issues are to be discussed with the SLT each week in meetings* To maintain the EHCP trackers and to share with staff* The SENCO to have training in Access arrangements for pupils doing exams* To support the SENCO to remain up to date with monitoring and maintaining EHCPs through annual reviews* To ensure that there is an Independent Education Plan for all children with EHCPs across the school that all staff are familiar with and are embedding.	ELT Neil Robinson	September 2024, then ongoing	Policies and procedures are updated and reviewed regularly in line with new developments The SENCO is supported to gain the qualification SEND issues are discussed with the SLT each week in meetings The SENCO maintains the EHCP trackers and to shares with staff The SENCO has training in Access arrangements for pupils doing exams The SENCO is supported to remain up to date with monitoring and maintaining EHCPs through annual reviews. There is an Independent Education Plan for all children with EHCPs across the school that all staff are familiar with and are embedding.	Jennifer	Funding for training Time	SENCO L7 Inhouse SEN training L2 SEN training	JC & NR to review SEN and update provision, SENCO on track with qualification, for access, EHCPs mostly up to date

3.4 Consultation with parents/carers

The school welcomes enquiries from parents and carers of children with Special Needs to discuss the needs of their children. 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 so as not to disrupt 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. Parents/carers 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.)



Clovelly House School
Stay safe, respect, achieve

SEN Information Report, January 2025

Parents/'carers are invited to the Termly Open days held by the school to celebrate the achievements of the children. 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/carers are invited to join in these social events.

3.5 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 School Head.

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 01455-821253.

If the parent/carer has a safeguarding concern, this must be reported to the DSL or the Principal, who function as the Safeguarding Officers for the school. If, however, the concern is about the DSL or 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. Parents/carers can contact the Local Authority safeguarding officers at any time if they feel that they can't speak to anyone in the school.

3.6 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 one to two, 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 with pupils which is an opportunity for collective discussion about school matters. The school also has a trainee school counsellor who works with all children weekly during individual 'talk time'.

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

3.7 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 undertake a comprehensive assessment of the pupil's needs. This includes, basic literacy, basic numeracy, Cognitive Ability Tests, learning styles, Assessment of Specific learning difficulties, Boxall 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 are required to write a full school report for each child at the end of the school year, or to coincide with the child's PEP, LAC review or his/her entrance to the school. This will be shared with parents/carers and relevant professionals.

Please see the school 'Assessment Policy'.

3.8 Transition



Clovelly House School
Stay safe, respect, achieve

SEN Information Report, January 2025

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 may 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 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'.

3.9 Teaching pupils with SEN

At all times the school has high expectations for pupil achievement. The school has a robust '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.

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 qualification and formal learning will be encouraged and valued, leading to GCSE results where possible. Where pupils would find it difficult to access GCSE's within the timeframe allowed, pupils will be entered for Functional Skills qualifications, B Techs, ASDAN Awards and AQA Unit awards.

3.10 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.

3.11 Self-Evaluation

The school has a comprehensive SIEF, (self assessment form) which identifies strengths and areas for development for the school. It also has a 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:

Quality Assurance Surveys

Pupil feedback

Parent/carers feedback



Clovelly House School
Stay safe, respect, achieve

SEN Information Report, January 2025

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.

3.12 Equipment and Facilities

The school has a 'Sensory' approach and areas which are 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 community and independence 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 counsellor, SALT 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 all staff members tackle and discourage bullying in the school.

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

2.15 External Professionals

The school does not have a Governing Body, however, the Principal has a Senior Leadership team, which includes the the School Business Manager, SENCO and the School Heads. 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.

The school is regulated by OFSTED, under the Independent Special School Standards, as well as being audited by Local Authorities such as Leicestershire and Warwickshire.

2.16 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



Clovelly House School
Stay safe, respect, achieve

SEN Information Report, January 2025

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.

2.17 Outcomes for pupils

The pupils at Clovelly generally have excellent outcomes. They all make measurable progress in their academic achievements and learning. This is evidenced on the school website under 'results & achievements'. All pupils make excellent progress with their SEMH needs. Incident are reducing in frequency and intensity and pupil participation and engagement is learning is recorded on a lesson by lesson basis, thus allowing for weekly monitoring of engagement. Boxall profiles allow for further assessed quantitative tracking of SEMH progress. Graphs of data are monitored half termly by the SLT. All data is accessible to OFSTED and monitoring LAs according to GDPR.

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 planning 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 0116-3058727

4. Conclusion

Although there was a change of SENCO in 2023, the SEND provision at the school is healthy. EHCP annual reviews are monitored and kept up-to-date. SEND considerations are embedded into strategic planning, staff appointments and training, curriculum planning, assessment, preparing for examinations, outreach work and remote learning. The school is committed to maintaining these high standards.

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