

CLOCKHOUSE PRIMARY SCHOOL

Identifying and Providing for pupils with Special Educational Needs and Disabilities School Policy and Information Report



Mission Statement

Our School – A family and a home for everyone

Working and Learning together to be the best that we can be

Our Vision

We are not just a school, we are home!

We lay the foundations for each individual's future and for dreams to be fulfilled - whatever they may be.

No two bricks are the same but are accepted for their uniqueness and are placed in their own special way to meet their needs.

The cement bonds us together as a family to keep us strong, stable and safe.

We are all safe and happy under one roof, we are protected from the elements and prepared to weather every storm.

The key to success unlocks the door to future achievements unseen before.

The windows show us the reflections of our future self as ready, respectful and responsible adults.

Collaboratively, together our home is decorated with challenge and the rooms are furnished with fun.

All around, a variety of trees grow naturally from the seed of success, with nurture and care anything is possible.

So we are not just a school, we are a home that provides a champion for all as well as timeless experiences and skills for a brighter future.

And that is why we are called Clockhouse.

Ring the bell, we're always here!

School Aims

- To enable all children, members of the school community and the wider community to contribute to school life.
- To promote high standards and provide opportunities for all to achieve their full potential.
- To encourage a sense of self-worth and confidence empowering children to fulfil a contributing role in society.
- To create a diverse and challenging learning environment in which children are cared for and feel safe.
- To provide leadership and management which focuses on raising standards and promoting the personal development and well-being of all members of the school community.

Guiding Principles

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with Special Educational Needs and/or Disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with Special Educational Needs and Disabilities to join in the activities of the school along with pupils who do not have Special Educational Needs
- to ensure the school has an Accessibility Plan in line with statutory guidelines (Appendix 1)
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs
- to identify the needs of pupils with Special Educational Needs and/or Disabilities (SEND) as early as possible
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils
- to follow and provide a graduated approach in order to match educational provision to pupil's needs
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children
- to take into account the ascertainable wishes of the pupils concerned and involve them in decision making in order to provide more effectively for them
- to make reasonable adjustments to enable pupils with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with SEND
- to ensure that all stakeholders are aware of their responsibilities towards pupils with SEND, and are able to exercise them
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the pupils we are seeking to help

Roles and Responsibilities

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Governors fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the Inclusion governor or committee of governors taking the lead, be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

The Head Teacher has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. She works closely with the school's Assistant Headteacher who is responsible for Learning Support and Pastoral Care (AHT LS / PC) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. She will encourage all stakeholders to participate in training to help them to meet the objectives of this policy including that the AHT Learning Support and Pastoral Care achieves the statutory requirements for the performance of her duties.

The Assistant Headteacher responsible for Inclusion at Clockhouse Primary School is Miss L Ward.

Miss Ward is a qualified teacher and meets the statutory standards for practice including those necessary to ensure full accreditation. The Inclusion Leader will be responsible for:

- the day to day operation of this policy
- coordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies
- providing related professional guidance to colleagues with the aim of securing high quality teaching
- monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement
- collaborating with curriculum coordinators to ensure learning for all children is given equal priority
- ensuring that proper records are kept

- contributing to the in-service training of staff
- using available resources to maximum effect

At Clockhouse Primary School, the role of the AHT for Inclusion involves the management of staff who work specifically with pupils who have learning difficulties and disabilities. See job description - Appendix 2. Consideration has also been given to section 6.91 of the Code of Practice regarding time and admin support requirements of the role.

6.91 states that 'The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfill their responsibilities in a similar way to other important strategic roles within a school.'

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person at Clockhouse Primary School is Miss L Ward

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform Miss Ward who will ensure that whoever teaches the pupil knows about their special educational needs or disabilities.

SEND Information Report

The School SEND Information Report below, should be read in conjunction with the:

- Family Services Hub <https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>
- Havering Local Offer and Clockhouse Primary School Local Offer both of which can be found on the School's Website.
- DfE SEND Code of Practise

Admissions

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the Inclusion Leader will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

The needs that are currently provided for

At Clockhouse we currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Social, emotional and mental health difficulties, e.g. attention deficit hyperactivity disorder (ADHD)
- Medical needs e.g. epilepsy, diabetes
- Sensory and/or physical needs, e.g. processing difficulties, physical disability, visual or hearing impairment
- Children with learning difficulties

Specialisms

The school also has an Additionally Resourced Provision for children who have been diagnosed with an Autistic Spectrum Disorder.

Facilities

There are access ramps in every building and disabled toilet facilities in the Nursery and Key Stage 2 buildings. There is a medical room with disabled toilet facilities in the Key Stage 1 building, and a medical room in the Key Stage 2 building. There is also additional provision for disabled toileting in the Key Stage 2 building. In addition a disabled toilet facility exists within the school canteen.

Clockhouse also have Multi-Sensory Rooms including an Immersion Room. Support staff have been trained in its use for children with additional sensory/behavioural needs.

The School Accessibility Plan makes reference to the facilities in the school that need updating.

Resources

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting the special educational needs of pupils. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEND support required by a pupil.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils and is required and where necessary learning will be scaffolded to support achievement.

We will also provide various interventions to support children's development and progress.

The impact of interventions are rigorously monitored in terms of impact and changes are made where needed following the evaluation of outcomes.

Adaptations to the curriculum and learning environment

Where necessary, at Clockhouse Primary School we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, numicon etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Stages of Intervention and Provision

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two interventions. When a pupil is consistently and significantly falling behind age related expectations, Wave Three interventions will be implemented. (SEN Support)

Expertise and training of staff

At Clockhouse Primary School Inclusion Leader is an experienced teacher who has worked at the school for many year. She had also been the lead teacher for the Additional Resource Provision since its opening. She is a member of the Senior Leadership Team and an Assistant Headteacher. She does not have class based responsibility but is the Lead Teacher for the Additional Resource Provision.

We have a large team of Learning Assistants and Learning Support Assistant as well as two Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision.

Additional support for learning

We have a number of Learning Assistants and Learning Support Assistants who are trained to deliver interventions, such as Precision Teaching, Echo Reading, Attention Autism and ELSA (Emotional Literacy Support Assistant).

Learning Assistants and Learning Support Assistants will support pupils on a 1:1 basis when children are in receipt of an EHCP plan or their needs are such that they cannot access the curriculum through quality first teaching.

Learning Assistants and Learning Support Assistants will support pupils in small groups when they need intervention to fully access quality first teaching, when they have found a particular concept difficult to understand and it is felt further work is needed or when a planned intervention needs to occur to support diminishing the difference.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slower progress and lower attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

SEN Support (Formerly School Action Plus)

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or Inclusion Leader identifies a pupil with Special Educational Needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress over one academic year
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
 - persistent emotional difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue, despite differentiated approaches to the curriculum
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
5. The Inclusion Leader will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
6. The Inclusion Leader will facilitate the collection of all available information about the pupil. Information will be collected from;
 - within the school, using pastoral systems and identified link staff working within specific year groups and Key Stages
 - progress tracking information
 - parents/carers and the pupil
 - the pupil (if appropriate)

7. The class or subject teacher, working the Inclusion Leader should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Provision Plan (IPP).
8. The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering the Individual Provision Plan (IPP).
9. All staff will be involved in providing further help to pupils.
10. The IPP will be reviewed on a termly basis.
11. The pupil and parents/carers will take part in the review process and will be involved in setting further targets. Subsequent IPPs will reflect strategies to meet their needs and show a graduated response to those needs.
12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the Inclusion Leader in consultation with teaching staff, parents/carers and pupil.
13. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
15. If the pupil:
 - continues to make little or no progress in specific areas over a long period of time
 - continues working at National Curriculum levels substantially below that expected of pupils of a similar age
 - continues to have difficulty in developing literacy and numeracy skills
 - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme
 - has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
 - has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
 - is receiving at least £6,000 of support and any pupil premium to which they are entitled then a statutory assessment may be sought from the Local Authority

School Request for a Statutory Assessment

The Inclusion Leader will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan (formerly Statement of Special Educational Needs)

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

1. The Head Teacher / Inclusion Leader will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.

3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher / Inclusion Leader will seek;
 - written advice from parents/carers and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are;
 - the pupil's parent/carer
 - relevant teacher/s and support staff
 - representative of the LA
 - the pupil
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to secondary education, SENCOs or representatives from the receiving school
6. The review report will be copied to parents/carers, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years 5 and 6

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan (EHCP) if required. The Plan, once amended, will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all pupils with EHCPs will be decided by February 15th. Following this, planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCO or their representative from the receiving secondary school will be invited. This must be a Person Centred Review and a One Page Profile written to go with the pupil to secondary school.

Inclusion

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community. (See Appendix 3)

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1. They will benefit from some intensive individual work on a cross curricular skill
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged

Involving Pupils and Parents / Carers

The views of parents/carers will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents/carers regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents/carers of pupils with SEND and will encourage them to work with the school in helping their child. Parents/carers and teachers can, by working together, build up a more complete picture of a pupil and their needs. We intend that parents/carers will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents/carers who have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

Parent Partnership Services

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with Special Educational Needs and Disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website <https://familyserviceshub.havering.gov.uk/kb5/havering/directory/advice.page?id=bJI7xinYnS8&localofferchannel=0>. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through SENDIASS. Details of the service and contact information is available from SENDIASS.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an agreed number of weeks (dependent on the intervention)
- Using pupil questionnaires
- Monitoring by the Learning Support Manager
- Monitoring by Class Teachers and Leaders across the school
- Using assessment information to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips that are organised by the school

All pupils are encouraged to take part in sports day, school plays, special workshops and any other enrichment activities the school offers.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The admission arrangements for children with SEN are the same as that of the rest of the school unless the child has an EHC plan. In this case the school follows the Local Authority procedures prior to the child joining Clockhouse Primary School. On admission all children follow the same procedure.

The school works hard to ensure that all aspects of the school are readily accessible for all. The school's current Accessibility Plan is attached below as Appendix 1.

Support for improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the School Parliament
- Pupils with SEN are also encouraged to be part of mindfulness training, therapeutic interventions and mentoring scheme to promote teamwork/building friendships etc.
- The school also has a trained Mental Health Champion and a Mental Health First Aid member of staff.

Leaving the School

When a pupil leaves the school, the Inclusion Leader will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above.

Working with Outside Agencies

The Inclusion Leader will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Inclusion Leader will ensure that staff has relevant training and there are procedures in place to support pupils.

We work with the following agencies to provide support for pupils with SEN (although this list is not exhaustive):

- CAMHS
- Local Authority Personnel
- School Nurse
- Educational Psychology Service
- Occupational Therapy
- Hearing and Visual Impairment Service
- Behaviour Support Service
- Speech and Language Therapy

Complaints

The school's Complaints Policy may be obtained from the school office or found on the School Website.

Monitoring and Evaluation

The Governors ensure that SEND provision is an integral part of School Improvement and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map
- Case examples selected from all stages of pupils with Special Educational Needs, especially those who are Looked After Children
- The views of parents/carers expressed on stage forms and any complaints received
- The extent to which pupils' views are reflected on IPP forms
- Details of visits by specialist teachers, educational psychologists and other agencies
- Staff views on in-service training opportunities and the training opportunities available

Policy Review

This policy has been reviewed and no individual or group are disadvantaged by the policy or process therein.

Date Reviewed: **Autumn Term 2026**

Review Date: **Autumn Term 2027**

Signed: Headteacher Date:

Signed:Chair of Governors Date:



CLOCKHOUSE PRIMARY SCHOOL

Accessibility Plan 2024-2027

Contextual Information related to Accessibility Plan:

This Accessibility Plan has been drawn up following consultation with the School Parliament, parents of children who have disabilities and contributions from the wider school community. Clockhouse currently (Autumn 2024) has:

- 27 children with Health Care Plans
- 25 children who are diagnosed with an Autism Spectrum Disorder, and 24 (16) children who are being monitored for displaying Autistic tendencies
- 11 children who have been diagnosed as having Attention Deficit Hyperactivity Disorder, and 9 (4) children who are being monitored for displaying ADD/ADHD tendencies
- 3 children with a Visual Impairment, which is supported by the CAD team and two that have a visual impairment, where no further support is currently needed.
- 24 children with an Education Health and Care Plan, and 5 going through the process of EHCP application
- 47 children on SEN Support of the new SEN Code of Practice
- 124 children who have English as an Additional Language (Reception - Year 6).
- 57 children who are on the school Speech and Language caseload (before Reception - Language Link assessment)

In addition to the items in the plan below, we continue to assess the needs of our children and, wherever reasonable, make immediate adjustment to that they can access our curriculum and facilities to the greatest extent possible.

Overall Objective: *To ensure that all aspects of the school are fully accessible for all.*

Objective	Actions including CPD	Dates / Responsible	Outcomes	Evidence to Demonstrate Achievement
PHYSICAL ENVIRONMENT				
To ensure that the physical environment across the site is accessible for all	Ensure all wooden PE benches are clearly demarcated in to show a different colour to the hall floor to aid children with visual impairment	Summer Term (annually) / Site Staff	Children with visual impairment more confident to use PE equipment in KS2 building.	All equipment approved by CAD 5-19 Visual Impairment Team
	Yellow markings to be renewed on all steps and identified areas throughout the school (following review) to aid children with visual impairment	Summer Term (annually) / Site Staff	Children with visual impairment more confident to move up and down steps.	All yellow markings approved by CAD 5-19 Visual Impairment Team
	Clockhouse to continue to be an 'ASD Friendly School' for Havering Where appropriate provide opportunities for children in Greenland to access mainstream classes	On-going / Link with CAD 0-5, CAD 5-19, HT, Governors, Local Authority	ASD provision is fit for purpose and where appropriate children accessing some aspects of mainstream provision	CAD 5-19 team referring schools to Clockhouse for resources and support External verification
	Continually review available spaces to ensure we are able to the meet the needs of our children as they progress through the school.	Summer Term 2025 (on-going) / HT, Governors	Space within the school is maximized and used incisively to meet the changing needs of the school demographic.	Areas developed and are accessed by those that need them
	Upgrade surfaces to ensure unimpeded access for all stakeholders	On-going / HT, Governors	All stakeholders unimpeded when entering and moving around school site due to resurfacing	Resurfacing taken place
CURRICULUM				
To ensure that all children, including those with additional needs and vulnerabilities have full access to the school's	Support children and provide them with the tools to manage their own feelings and anxieties.	On-going / All staff and pupils, School Parliament	Children to have improved understanding of their own needs	Children are able to self-regulate in an environment which is appropriate
	Introduce Resilience and Engagement Scale to ensure children are supported as they need to be.	September 2025 / HT, IL		
	Training and renewal training for staff working with identified children. React to needs and conditions as	On-going / LSM, Outside Agencies	Correct procedures included in the Health Care Plan/Positive Handling	All training is relevant, up to date and current

curriculum	children get diagnosed and / or join the school		Plan/Individual Education Plan are followed and children can attend school safely Children are supported appropriately for their needs	Named children who need additional specialist support are supported by trained staff when attending school
	Continue to develop links with outside agencies to support school, children and parents / carers accordingly			
	Work with Local Authority HES Team to support children and wider families	On-going / Mental Health Champion / Local Authority	Increased number of children and wider families supported by trained professionals.	Children and families get the support they need and mental health is improved.
	Increase whole school awareness (including parents / carers) of SEND and Mental Health to further improve understanding	2025-2026 (focus) / Mental Health Champion, IL, All staff and pupils, School Parliament	Children to have improved understanding of their own and other's needs.	Children demonstrate and understanding and empathy towards others.
	Further develop 'Character Education' to further enhance children's access to the curriculum and interactions with each other. Enhance the interplay between the rules, values and the Character Curriculum pillars. Work with staff and children to develop learning behaviours linked to whole school behaviour curriculum,	From Autumn 2024 / HT, All staff	Children's ability to access the curriculum is further enhanced by their understanding of social conventions and the impact of their behaviours of them learning	Behaviour for learning is excellent and this is quality assured by external verification
COMMUNICATION				
To ensure written information is accessible to stakeholders in a range of different ways	All children able to access printed materials in school Work with LA EMA team to further train staff in differentiation and approaches to support children with no or little English.	On-going / IL, All staff, Support from EMA team	Children able to read and record work appropriate to their abilities Children are able to access learning at a language appropriate level.	Resources are an integral part of learning and teaching Displays in all buildings take into consideration their audience – height, language, access
	Develop parents / carers awareness that Class Dojo and the School Website for parents is easily accessible different formats (and languages – Class Dojo) when required.	On-going / Teaching Staff, Parents and Carers	School able to produce translated documents when necessary Improved accessibility for all stakeholders	Translated materials Feedback from parents
	Develop letters for parents / carers being different formats when required and requested Ensure families with English as an Additional Language are readily able to access school communication and where this is not the case support them to do so.	On-going / HT, Office staff		
	Ensure effective transition arrangements between primary and secondary schools.	Summer Term (annually) / SLT, Year 6 Team, Office Staff	Smooth transition from one school to another ensures children move seamlessly from Key Stage 2 to 3	Feedback from stakeholders
	Continue to identify children who need assisted technology in order to access the curriculum and ensure needs are met.	From Autumn 2021 (on-going) / LSM	Children with more severe fine motor skill difficulties are able to access appropriate technology so they can record their learning in a more comfortable, accessible way.	Resources accessible for identified children. Useful apps identified and purchased for school use. Training for staff and children provided

Clockhouse Primary School

Assistant Headteacher

Job Title: Assistant Headteacher (Inclusion Leader)

Pay Scale: Leadership Spine (TBD)

Responsible to: Headteacher

Staff Managed: Learning Mentors, Home School
Support workers and Learning Support Staff

Job Purpose: Professional Leader for Learning Support and Inclusion and the Leadership and Management of Behaviour and Safety across the School.

Employment Duties:

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

Principal Duties and Responsibilities:

This is a senior post within the school's staffing structure, which carries with it membership of the Senior Leadership Team.

The Assistant Headteacher will be the professional leader of the Special Educational Needs across the school and Pastoral Care. They will be the lead professional responsible for managing the implementation, monitoring and the delivery of all Learning Support Programmes and for ensuring the quality and consistency of those programmes. They will also be responsible for taking a lead role in managing the implementation, monitoring and evaluation of all behaviour and safety procedures throughout the school and for ensuring the quality and consistency of those systems.

In addition to carrying out the professional duties of a teacher, it is expected that the Assistant Headteacher will undertake any professional duties reasonably delegated by the Headteacher within the areas of:

1. Shaping the Future

The Assistant Headteacher is expected to:

- Support the Headteacher and Governors in promoting and developing a vision for the future of the SEN and Inclusion team; whilst demonstrating inspirational leadership and creativity
- Be fully involved with strategic planning and decision-making, ensuring that school priorities are identified, action plans created, implemented, monitored and evaluated.
- With the Headteacher / Deputy Head teacher, take a leading role in creating a learning culture and environment that enables pupils to become effective, enthusiastic, independent learners committed to life-long learning.
- Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on day to day working knowledge of the school's policies and practices
- Exemplify the application of agreed policies, priorities and expectations, so as to set good example to other colleagues
- Develop and enhance a culture of team work, in which views of members of the school community are valued and taken into account

- Take a leading role in the regular monitoring, evaluation and review of school improvement priorities as highlighted within the school's Self Evaluation Form
- Contribute to the delegation and monitoring of resources and provisions funded by the Pupil Premium allocation

2. Leading Learning and Teaching

The Assistant Headteacher will be expected to:

- Maintain a high profile as an example of best and leading practice within the classroom and foster the high expectations to which the school aspires.
- Be the lead teacher in charge of the schools ASD unit, carrying out all related planning and assessment
- Where required teach designated pupils and/or class(es). This is to include planning, delivering and monitoring lessons, setting and marking work, including homework
- Manage the delivery of all the learning support programmes that operate in the school and the management of information, resources, materials and finances associated with such programmes and accountability for agreed targets and outcomes.
- Provide professional leadership of the principles and practice of differentiated and inclusive teaching and learning in the mainstream classroom
- Be responsible for ensuring and developing appropriate learning support for the specific learning difficulties and/or disabilities of pupils in the school.
- Be responsible for organising learning support to children with statements of special educational need, children with 'extra resource funding' and for those pupils subject to 'school action' or 'school action plus'. This responsibility includes: ensuring provision, the quality and development of support, any relevant reviews, the efficiency and effectiveness of administration and accountability to the management of the school.
- Be responsible for a personal caseload/teaching programme, which may include working with individual pupils, small groups or whole classes as part of any schedule of learning support.
- Take a leading role in ensuring that assessment practices are rigorous and that outcomes impact on standards of learning and used effectively to raise standards
- Coach and develop staff to maximise impact on effective teaching and learning.
- Work with class teachers / curriculum leaders to ensure the best learning opportunities for children with SEN and/or disabilities and to promote spiritual, moral, social and cultural development of all pupils across the school
- Actively include pupils to further enhance their learning opportunities and personal development via their involvement in the establishment of policies regarding pupil behaviour, safety (including online safety)
- Manage the implementation of behaviour support programmes, analysis of pupil behaviour incident logs and records of rewards and sanctions, resources, materials and finances associated with such systems and accountability for agreed targets and outcomes.
- Be responsible for ensuring and developing appropriate support for the learning behaviours of specific pupils in the school.

- Lead on the implementation, moderating and evaluating of the school's systems for preventing and tackling all forms of bullying and harassment.
- Ensure that high standards of behaviour are maintained through the establishment of appropriate strategies and consistent adherence to the School's Behaviour and Discipline policy
- Seek to develop and enhance a broad and rich curriculum which meets the needs of pupils with SEN and/or disabilities and monitor and evaluate outcomes achieved from classroom practice.
- Lead, develop and have up to date knowledge of current legislation/government initiatives within learning and teaching of pupils identified as having SEN and/or disabilities
- Ensure with other members of the leadership team the regular review of:
 - the quality and provision for learning and teaching
 - long, medium and short term curriculum planning,
 - pupils' work to ensure that suitable differentiated learning opportunities are provided
 - assessment of and for learning practices
- Arrange for effective and efficient organisation of learning resources and their availability and distribution

3. Developing self and managing others

The Assistant Headteacher is expected to:

- Act as an Appraiser and assist in the implementation of the School's Appraisal Process and where relevant provide training and continuing professional development
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children is paramount
- Contribute to the development of collaborative approaches to learning within the school and beyond
- Monitor and evaluate the effectiveness of colleagues practice and wider professional impact and report to the Leadership Team as required
- Lead, manage and organise meetings as appropriate in support of the school's aims
- Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management
- Engage in relevant professional development and training activity as necessary
- Assist with the organisation and supervision of students, supply staff, trainees and volunteers in the specified phase, both teaching and non-teaching
- Take a lead role in facilitating the in-service training and the continuing professional development of staff that relates to and arises from the learning support programmes operating in the school.

4. Managing the organisation

The Assistant Headteacher is expected to:

- Manage the day-to-day activities of the delegated areas of responsibility to ensure the school meets statutory requirements in a highly effective and efficient manner.

- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money.
- Ensure that equal opportunities for pupils and staff are effectively promoted.
- Participate in the recruitment and selection of teachers and support staff who may deliver school learning support.

5. Securing Accountability

The Assistant Headteacher is expected to:

- Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
- Work alongside senior colleagues and teachers to use a range of data sources to set realistic and challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan
- Contribute to the reporting of the performance of pupils identified as having SEN /and or disabilities / behavioural difficulties to parents, carers, Governors and other key partners as necessary.
- Contribute to the Headteacher Governing Body Report on a termly basis regarding SEN/ learning disability improvements and developments
- Ensure school staff work collaboratively with parents, carers and officers of the Local Authority in order to offer appropriate and effective learning support provision by the school
- Liaise with the SEN governor at least once every half term in order to monitor SEN provision, report on current initiatives and discuss progress data and implications

6. Strengthening the Community

The Assistant Headteacher is expected to:

- Support the deployment of provisions offered and available to pupils identified as having SEN and/or disabilities within the community; strengthening partnerships with other schools and services thus enhancing community cohesion
- Act as the Designated Teacher for Looked After Children (LAC), attending and providing reports for LAC reviews and collaborating with teachers and social workers to formulate and assess the targets for Pupil Education Plans (PEPs).
- Act as one of the Deputy Designated Safeguarding Officer, attending and providing reports for Child in Need and Child Protection meetings as required.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice
- Evaluate and enhance the development of a curriculum that provides pupils with opportunities to enhance their learning within the wider community
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement
- Implement curriculum information meetings for parents, governors and other stakeholders and analyse parental views and satisfaction surveys regarding provision

- Liaise with SEN / disability providers, including Early Years Children's centres and multi-agency groups.
- Take appropriate action to identify, analyse, minimise and manage any risks to health, safety and security in the working environment and where appropriate in off-site school activities
- *To undertake any other areas of responsibility / tasks, which are deemed to be appropriate to the role of Assistant Headteacher, and delegated by the Headteacher*

This job description may be amended at any time after discussion with you but will be reviewed annually during the academic year and appropriate changes made if necessary.

Teacher:.....

Date:

Headteacher:.....

Date:

Notes:

- This school is committed to safeguarding and promoting the welfare of children and young people. Everybody who works for the school is expected to share and promote this commitment and to have, or acquire, the relevant abilities, skills and knowledge to carry it out.
- The authority expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.
- This is a new profile for a new post. It will be subject to review with the post holder after one year and may then be reviewed from time to time.

Clockhouse Primary School Local Offer

APPENDIX 3



Provision/Resource	Staffing and Organisation	Funding	How is this accessed?
In school provision is made before £6000 higher needs threshold	Nursery - 1 Teacher, 3 Nursery Nurses, 1 (FTE) Learning Support Assistants Reception - 3 Teachers, 3 Learning Assistants, 4 (FTE) Learning Support Assistants Year 1 -3 Teachers, 3 Learning Assistants, 4 (FTE) Learning Support Assistant Year 2 -4 Teachers, 2 Learning Assistants, 5 (FTE) Learning Support Assistants Year 3 -3 Teachers, 2 Learning Assistants, 1 (FTE) Learning Support Assistants Year 4 -3 Teachers, 2 Learning Assistants, 2 (FTE) Learning Support Assistants Year 5 - 3 Teachers, 2 Learning Assistants, 2 (FTE) Learning Support Assistants Year 6 - 3 Teachers, 2 Learning Assistants, 1 (FTE) Learning Support Assistant Years N-2 - Higher Level Teaching Assistant Years 3-6 - Higher Level Teaching Assistant Greenland SEND Unit – 2 Teachers, 1 Higher Level Teaching Assistant, 10 Learning Assistants	School Budget	Extra provision is put in place for who are not making expected progress with their learning, or have significant behavioural and/or medical needs
Resources available for children with disabilities	Learning Assistant/Learning Support Assistant support First Aid trained support staff Makaton trained support staff Thrive / SCERTS / ELSA trained staff Mental Health Champion Mental Health First Aider / Lead Mental Health Practitioner Restorative Champion Medical issues supported throughout school by specially trained staff Multi-Sensory Room x 2 Soft Play Room x 2 Immersion Room x1 Dark Room x1	Combined Local Authority and School Budget	Health Care Plans developed in association with School Nurses and Health Visitors. Specialist training provided by School Nurse and other Nurse Specialists. Links with Havering 5 – 19 support team for training and equipment.
After school activities or school trips available for children with Special Educational Needs and/or Disabilities.	All children are assessed on an individual basis regarding school trips and visits.	School Budget	An extra conversation with the Assistant Headteacher to ensure the correct support is in place for the trip or activity.
Additional interventions for children with social and/or communication	Assistant Headteacher for Learning Support and Pastoral Care 1 Foundation Stage Home School Support Worker 1 Key Stage 1 / Key Stage 2 Home School Support Worker	School Budget Pupil	In house organisation Staff/parent referral Internal referral process

difficulties and behavioural challenges.	2 Higher Level Teaching Assistants (mainstream), 1 Higher Level Teaching Assistant in SEND Unit SCERTS / ELSA trained staff Social skills groups Tailored anger management programmes linked to Restorative Justice Support for parents of children with behavioural challenges Monthly coffee mornings for parents of children with ASD/ADHD and SEND Breakfast club for Vulnerable Children Lunchtime Nurture Groups ‘R and R’ space for children to read, make and create. Chill Out Zone	Premium	Discussions with staff/parents Discussions with children Assistant Headteacher supports parents with outside agency referrals. Assistant Headteacher / Home School Support Worker will attend medical appointments with parents/carers if required.
Specialist services	2x meetings per year with the Havering 5 – 19 support team and Senior Speech and Language Therapist 3x Multi Agency meetings per year with connected outside agencies Speechlink and Languagelink assessments Training and liaison with teachers Trained Mental Health Champion Mental Health First Aider HEST (Havering Emotional Support Team) Access to a dedicated CAMHS Primary Mental Health Worker Access to Clockhouse SEND Unit - Greenland	School Budget	Discussions with parents and staff. Referrals to the Speech and Language Therapy Service and other outside agencies.
Provision described on Education, Health and Care Plans.	Provision described on the Education, Health and Care Plan is adhered to with the support of the Local Authority, specialist outside agencies and in house staffing.	Combined Local Authority and School budget	Discussion with parents and Outside Agencies as well as staff. Termly Multi Agency meetings with linked Outside Agencies
Support for children with social care needs.	Safeguarding Team Designated Teacher for Looked After Children - Assistant Headteacher for Learning Support and Pastoral Care Close liaison with outside agencies including Children’s Services All Core Groups Meetings and Reviews attended Personal Education Plans completed together with the child Home School Support Workers support completion of Early Help Assessment paperwork and attend TAF meetings	School budget	Headteacher / Designated Teacher contact Attendance at meetings Home School Support links