

Clarendon School

Clarendon is a day special school for 100 pupils aged 7-16 with moderate learning difficulties. The school is part of the continuum created to meet special educational needs within the London Borough of Richmond upon Thames.

Clarendon is a place of learning for everyone. All who work at Clarendon share the same vision for the school. We want it to continue to be successful, to be part of the community and, above all, to provide pupils with a happy, safe environment where they are encouraged, supported, challenged and given every opportunity to be successful and to develop independence.

Clarendon also manages the Gateway Centre (a secondary provision for pupils with Autistic Spectrum conditions, attached to Twickenham Academy) and the Peripatetic Learning Support Assistant Team, whose members work alongside young people with disabilities in mainstream schools.



Key Stage 4 pupil

Parents and Carers

Parent Staff Association (known as The Friends of Clarendon)

All parents and staff are members of The Friends of Clarendon, a registered charity, which aims to support the education of Clarendon pupils. This is done by raising money, holding social events and representing the school where appropriate.

Contacts with parents

We aim to work in partnership with parents and carers, and our home-school agreement makes clear the ways in which parents, pupils and staff are expected to work together to ensure the best learning opportunities.

Parents are welcome to visit the school and speak with a member of the headship team, without appointment, between 9:00 and 9:30am daily, or by appointment at any other time. Each half term a newsletter is sent home to keep parents informed of recent or forthcoming events and the achievements of pupils. We also offer more formal opportunities each term for Parent/Teacher consultations, when a pupil's Individual Education Plans (IEPs) can be discussed.

The school has [Family Support Workers](#), who help parents with issues concerning their children, from completion of application forms to advice about out-of-school clubs and activities.

Of course, there are many other occasions when we are pleased to welcome parents and carers into the school. These include concerts, assemblies, exhibitions and plays as well as opportunities to help in class or on trips.

Pupils

Pupil placements

The LA's Special Needs Panel, taking into account the child's statement of special educational needs, the Code of Practice, parental preference and the views of the Headteacher and governors, make decisions regarding the placement of pupils to Clarendon.

Pupils due to begin in September will be invited to attend an afternoon in school in June to meet their new classmates and teachers. There are usually between 9 and 13 pupils in each class, though we also have a specialist class for six pupils with more complex needs and that require a higher staff ratio.

Pupils with complex needs including autism

Most of our young people have additional complex needs as well as their moderate learning difficulty. In recent years we have made changes to the physical environment and to our classroom practices in order to meet the needs of these pupils, including a growing number on the autism spectrum. A member of staff with expertise in this field has been

appointed as Manager for Additional Needs, and is on the Senior leadership Team. Teaching staff are TEACCH trained (TEACCH is a structured approach to teaching pupils with Autism) and, along with our large team of Teaching Assistants, continue to receive regular training to ensure that we continue to meet such complex needs.



School Council

Each class elects a School Councillor and Vice Councillor to be on the school council. This meets each half term and allows pupil representation on important issues concerning the school, giving an opportunity for pupils to contribute to the School Development Plan and to debate and formulate changes to the school charter. School Council members help in senior appointments to the staff and also manage a budget to provide some additional resources for break times.

The Jack Petchey Award Scheme

Clarendon is pleased to be part of the Jack Petchey Award Scheme. Every half term pupils nominate their peers for exceptional work, helpfulness or

outstanding behaviour, and the nominee with most nominations receives a special certificate and £200 to spend on additional items for the benefit of the school.

The Curriculum

The school provides a broad and balanced curriculum within an inclusive ethos, with differentiation ensuring access for every child. All pupils have Individual Education Plans that are continually updated and shared with parents and/or carers each term. Teachers work in Faculty Groups to continually develop the curriculum.

Years 3, 4, 5 & 6 (Key Stage 2)

In Key Stage 2 the curriculum includes English (including the teaching of phonics) and mathematics, science, ICT, religious education, geography, history, drama, art, music, design & technology including (food technology), MFL, PSHCE and PE. Pupils can also have regular yoga, and a weekly afternoon of enrichment activities, including horse-riding.

The junior classes are sometimes grouped vertically. Each junior class has at least one full time Teaching Assistant working alongside the class-teacher. We also have close links with older pupils in local secondary schools who come in to work with and support our younger pupils. Local primary schools provide integration opportunities for Clarendon pupils to work with their peers from mainstream schools.

Citizenship is intrinsic to the curriculum and the juniors take part in activities such as Junior Rangers and Junior Citizens. Road Safety training and the Cycling proficiency award are also offered to pupils in Key Stage 2.



Key Stage 2 pupil working alongside a Teaching Assistant

Years 7, 8 and 9 (Key Stage 3)

Pupils in Key Stage 3 are usually taught in year group classes though there may be some vertical grouping if necessary. The curriculum includes English and maths, science, ICT, French, religious education, geography, history, art, design & technology, food technology, drama, music, physical education (including dance and yoga where appropriate) and Personal, Social, Health and Citizenship Education. Class-teachers are responsible for teaching the curriculum with the exception of French, music, drama, design & Technology and PE, which are taught by specialist staff. KS3 pupils also have a weekly afternoon of enrichment activities. Links with mainstream secondary schools and academies are encouraged, with the flexibility to foster either subject based integration for individuals or groups, or a “buddy” system.



Pupils in a drumming lesson.

Years 10 & 11 (Key Stage 4)

At Key Stage 4 we provide an individually tailored range of academic and vocational courses. These can include GCSEs, Entry Level Certificates, Adult Literacy and Numeracy qualifications, BTECs, Unit Awards, the Asdan Youth Award Scheme and an accredited cycle maintenance qualification. Some pupils can also access other courses in mainstream schools.

In years 10 and 11 Careers Education is taught separately and Richmond's SEN Connexions Officer is closely involved, supporting and mentoring each individual pupil. In some cases, young people likely to require support with independent living in adulthood are supported by the LA Transitions Officer.

In year 11 pupils attend a link course one day each week at a Richmond college, preparing them for life beyond school. Pupils participate in workplace visits and in blocks of work experience. At the end of year 11 pupils are presented with a Record of Achievement, summarising and celebrating their many attainments and successes throughout the school.

Sex & Relationships Education

Sex & Relationships Education is taught throughout the school in line with legal requirements as part of the science curriculum and in PSHCE. Parents are informed before specific modules are taught and can exercise their right to withdraw their children from specific aspects of Sex and Relationships Education by contacting the school.

Religious Education & Collective Worship

The school policy is that religious education and acts of collective worship should include all pupils and promote respect for different cultures and beliefs. If parents wish to exercise their right to withdraw their child they should contact the school so that provision can be made for the pupil in an alternative class.

Special Educational Needs & therapy provision

All pupils at Clarendon have a statement of Special Educational Need describing their moderate learning difficulties and additional needs. These are reviewed annually and updated when appropriate. The school has a full time Speech and Language Therapist, an Occupational therapist one day each week and physiotherapy when needed. The school has a Special Educational Needs Policy which is reviewed annually.

Charging Policy

Parents will be asked to make voluntary contributions towards the cost of activities during the school day, such as visits to museums, galleries, etc. and materials or ingredients used in practical lessons.

Pupils will not be excluded from an activity because of the cost, however, and parents are encouraged to contact the school if they need financial assistance. The cost of residential school journeys is also heavily subsidised by the school, and is currently £150 for the week.

School Life

Pastoral Care

Class teachers have day-to-day responsibility for the pupils in their class. Teachers and Teaching Assistants are supported by the Key Stage Team Leaders who are members of the senior leadership team. The Deputy Headteacher is the Designated Safeguarding and Child Protection Lead also has responsibility for the pastoral care of pupils.

The school provides art and music therapy and counselling for individual students when required. A teacher has specific responsibility for providing pastoral interventions for identified pupils, which can include anger management and a course on tackling risky or vulnerable behaviours. The school nurse provides a regular drop-in clinic.

Homework

Homework is set regularly throughout the school and is seen as important extension of the school day. Key Stage 2 children have reading diaries and home school diaries, whilst Key Stage 3 and 4 pupils have a homework diary/planner, all of which are useful means of communication between home and school. A homework timetable is sent home at the beginning of the school year. We would not wish homework to be the cause of friction at home and are happy to support pupils to complete work in school instead if required.

Clubs

There is a wide range of lunchtime and after school clubs which pupils can access. These can include library, cross-country, cycling, dance, Junior and Senior football, tennis, trampolining, ICT, art, Life skills and Let's Get Cooking. A very small charge is made for after school activities.

There is also a breakfast club for independently travelling pupils who may not have eaten before leaving home.

In the February half term holiday, and for two weeks of the summer holiday, we offer a play scheme for young people with Learning Difficulties and Disabilities, in which our pupils and their peers from other special and mainstream schools can access a range of exciting activities. We are also able to provide a wide range of

additional ongoing activities in the evenings and at weekends.

On Saturdays, there is a club for our pupils and their siblings at the Hampton Youth Project, run by Crossroads, in order to prevent pupils from becoming isolated in their community.

For those aged 14 and over, we run a youth club for young people with LDD, who enjoy many social activities every Wednesday evening.

Charities

Each term we have two non-uniform (Mufti) days to raise money for local and national charities. We also encourage pupils to devise activities to raise money for charitable events such as Comic Relief.



Pupils and volunteers at the summer playscheme.

Assemblies & Performances

All pupils attend at least two assemblies each week. These are led by the staff or by the pupils themselves. Collective worship forms part of the assemblies and a suitable prayer of thanksgiving is said each mealtime.

There are annual school productions in which all pupils are encouraged to take

part. The school has an excellent reputation for the quality of the performing arts, and recent senior productions have included “Oliver!”, “The Lion King” and “Joseph and his Amazing Technicolor Dreamcoat”, whilst the Juniors have performed a traditional Nativity play and “Cinderella”.



Key Stage 2 pupils at play

School trips and journeys

Pupils throughout the school make many visits to local employers, libraries, places of historical, geographical, literary, environmental, cultural, religious or scientific interest each year in order to enrich the curriculum. There are also regular evening visits to the theatre and the opera which are popular with pupils.

Pupils from years 7 to 9 have the opportunity to go on a 5 day residential

school journey each year and participate in a wide range of educational and leisure activities. Pupils from Years 8 – 11 can be invited to attend the annual Performing Arts Journey to Leiston Abbey in Suffolk, in which the young people study music, drama and stagecraft, putting on a production during the week.

In Year 10, pupils take part in an Outward Bound journey during which pupils plan and complete an expedition.



Abseiling on a residential school journey.

Ethos and behaviour

Shared expectations & the school charter

Clarendon is an inclusive school, in which pupils' many achievements are celebrated, and their difficulties effectively challenged in order to develop the skills and meet the needs of each child. Staff and pupils share high expectations of behaviour in school. There are a few rules that are central to the ethos fostered at Clarendon, and these constitute the School Charter, which was written (and is reviewed) by both staff

and pupils. There is a full policy document on Behaviour Management which is regularly reviewed by staff. All staff are trained in de-escalation skills through Team Teach and this pervades the ethos of the school. On occasions it may be necessary for staff to intervene physically with pupils in order to keep them or others safe, and techniques for these interventions are part of Team Teach training. Parents are encouraged to contact the school with any concerns or queries about Team Teach.

Rewards and Sanctions

We believe that rewarding achievement and the use of positive reinforcement are the most effective way to create a positive ethos in the school.

As well as frequent verbal praise from class-teachers, Key Stage Team Leaders and the Headship team, we use a house point system to reward pupils for producing work of a high standard, improving on past achievements or consistent hard work. Helpfulness and politeness may also be rewarded with points, which count towards an individual reward as well as towards one of our four Houses. A Special Mention Book is used to celebrate particular achievements. These are read out in assemblies. The house gaining most points in an academic year are rewarded with a day trip.

There are occasions when we need to apply sanctions, such as loss of privileges, playtime detentions, internal exclusions or the use of report cards.

Accommodation

The school and grounds are spacious and attractively maintained, providing an effective learning environment. We have our own playing field and environmental studies area.

Specialist facilities include:

- A large assembly hall/gym
- Multi purpose Arts Suite
- Science laboratory
- Food Technology room
- Design & Technology room
- Wirelessly networked laptops
- Well stocked school library, with a fixed network of computers
- Therapy Rooms
- Allotment area
- Sensory Room
- Cycle maintenance workshop



General

Equal Opportunities

At Clarendon we are committed to equality of opportunity and access to the curriculum. We are an inclusive establishment and celebrate the breadth gained by having pupils who are

differently able. We are proud to be a multi-cultural school because we know that all can learn and benefit from the diversity of social, religious and cultural backgrounds from which staff and pupils come. Racism and homophobia in any form is unacceptable at Clarendon.

Complaints

If parents are not satisfied with any aspect of school life they can contact the school by telephone or in writing to discuss their concerns with the appropriate member of staff. If parents wish to make a formal complaint, under the 1988 Education Reform Act, they can obtain information about the procedure for this from the Local Authority.

Please Note

Every effort has been made to ensure that this prospectus is up to date at time of going to press (May 2013). However, in responding to recent legislation unforeseen changes may need to be made in organisation or to the curriculum. We will do our best to keep parents informed of any changes.

