

Special Educational Needs Information Report

Key Elements

This document provides information, as required by the DfE, about the implementation of Joseph Clarke School's Special Educational Needs Policy during 2026/27.

Last Reviewed: September 2026



Table of Contents

Our School.....	3
Special Education Needs.....	3
How does Joseph Clarke School identify children and young people with SEN?.....	4
How will the curriculum be matched to meet my child's needs?.....	4
How will I know how my child is doing?.....	5
How does Joseph Clarke School support my child?.....	5
What support is available to parents?.....	6
What training have staff members had?.....	6
Transition Support.....	7
Preparing for adulthood.....	7
Working with outside agencies.....	8
How will my child be included in activities outside of the classroom?.....	8
Emotional and Social Development.....	8
Children who are Looked After (CLA).....	9
Who can parents/carers contact for further information?.....	9
Complaints.....	10
Glossary.....	10



Special Educational Needs Information

Report for Joseph Clarke School 2025/26

This report is written so that parents can find information about SEND at Joseph Clarke School.

For further information on our SEND offer, please see our [SEND policy](#) and [Accessibility Plan](#) which are both available on our website.

This report is written in accordance with the [Children & Families Act 2014 \(Part 69\)](#), the [SEND Code of Practice 2015](#), and [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#).

Our School

Joseph Clarke School is a special school for pupils aged 3–19 with vision impairment. Some pupils also have other special educational needs (SEND).

We also offer a small number of places to pupils without vision impairment who have special educational needs which are compatible with the needs of our vision impaired pupils.

The person who co-ordinates our provision for pupils with SEND is Lorraine Boyse who can be contacted on 020 8523 4833 or by email Lorraine.boyse@lihtrust.uk

Special Education Needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions (SEND Code of Practice 2015)

The SEND Code of Practice identifies four categories of need:

Cognition and Learning –including difficulties with learning, memory, dyslexia or dyscalculia.

Communication and Interaction - including difficulties with social communication, receptive language or Autism Spectrum Condition (ASC)

Social, Emotional and Mental Health - including difficulties with anxiety, behaviour or Attention Deficit Hyperactivity Disorder (ADHD/ADD)



Sensory and Physical - difficulties with physical needs including cerebral palsy, dyspraxia, deafness of vision impairment.

Some children have more than one type of SEN.

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

Most children and young people who come to Joseph Clarke School already have an Education, Health and Care Plan (EHCP). This is a document that explains what their needs are and what support they should get to help them make progress.

Sometimes, children are referred to the school so that a full assessment can be carried out before an EHCP is agreed.

Some children may develop new needs while they are at school. Other needs may not be clear at first but can show up later through ongoing checks. If this happens, the school may ask for advice from experts, such as an educational psychologist or a speech and language therapist. Following this, the school might ask the local authority to update the EHCP.

If parents are worried that their child's needs have not been fully recognised or are not being met, they should first speak to the class teacher. Parents can also meet with the Family Support Team or the Principal if they would like to talk about how the school is meeting their child's needs.

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

Joseph Clarke School has its own curriculum. It is based on national guidance but designed for the children and young people who come to our school.

Most pupils follow a subject-based curriculum in both Primary and Secondary. Some pupils require more personalisation and their curriculum focuses on engagement and individual learning and centres around the outcomes set out in their Education, Health and Care Plan.

Our curriculum helps pupils to:

- Build good communication skills
- Make positive relationships
- Work with others
- Play their part in society

We aim to prepare young people for adult life, whether in work, supported living, or social care.

Pupils with vision impairment are supported through personalised programmes based on the Curriculum Framework for Children and Young People with Vision Impairment (RNIB, 2022). This support may include



learning Braille, mobility and orientation skills, using assistive technology, and developing independent living skills.

Where possible, young people work towards qualifications such as GCSEs, Functional Skills, Entry Level certificates, or AQA Unit Awards.

Some children and young people may also attend mainstream schools or colleges for part of their timetable. This can help them make progress in learning or socially.

How will I know how my child is doing?

Parents are invited to an Initial Review after their child has been at school for 6–8 weeks.

Each year parents are invited to a Person Centred Review (PCR): a detailed meeting with staff, parents, and professionals to review progress and update the EHCP. This is also known as the Annual Review of the EHCP. These take account of the views and wishes of the child and their parent/carer. The review makes sure that the child's voice is included and that parents can fully take part in the discussion.

Parents are also invited to a Meet the Teacher meeting in the Autumn Term and an informal Parents' Evening meeting with teachers to talk about progress, behaviour, attendance, and other areas in the Spring and Summer terms.

Teachers also keep in touch with parents through:

- home-school books or diaries
- phone calls or emails (via ARBOR)
- meetings by appointment

The Family Support Officer is always happy to speak to parents.

Parents also receive:

- a written report every year
- certificates and special mentions when children do particularly well
- invitations to events and celebrations

How does Joseph Clarke School support my child?

At Joseph Clarke School, we plan lessons and teaching to meet each pupil's needs. Every pupil's Education, Health and Care Plan (EHCP) helps us plan their learning. Staff work with therapists and other specialists to remove barriers and use the right resources and strategies to help pupils learn.

Our buildings and classrooms are designed or adapted so that everyone can move around safely by themselves. We use clear signs and tactile markers and some sound cues. Our Habilitation Team helps vision impaired pupils to learn their way around the building and teaches them how to use a long cane and to keep themselves safe



when outside in the community if appropriate.

We teach Braille to pupils who need it and make sure that all work is provided in Braille for them. We also make print bigger for some pupils to help them read and take part in learning independently.

We use symbols and objects to help some pupils to communicate and to understand what is happening next in their day.

We have an Independence Chalet in our playground where we teach pupils to carry out everyday tasks such as making a bed, vacuuming the carpet so that they can look after themselves when they are adults.

Pupils also have a chance to work in our Cafe when they are in the secondary department to help them learn skills they could use when they look for a job after they leave school.

What support is available to parents?

Local Authority Services

[Waltham Forest Local Offer](#)

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Health services (e.g. contacts for the NHS speech and language team)
- Schools including information about our school
- Leisure activities (e.g. SEN sports clubs)
- Contacts for SEN Charities

Local Support Services

[SENDIAS](#)

This is a free service offering support and advice to parents and young people with SEND. The service is free. They offer a range of help:

- Information on local groups and services
- Information on SEND laws
- Information on local council procedures for SEND
- Help to prepare for meetings (so you have your say and feel heard).

Contact: <https://www.kids.org.uk/sendias-home/>

What training have staff members had?



All teachers gain a specialist qualification to become a Qualified Teacher of the Vision Impaired (QTVI) within the first few years of working at Joseph Clarke School.

All classroom staff are trained in behaviour support, vision impairment and Braille and Autism friendly strategies. They also receive regular training from the speech and language therapist (SALT) in communication systems.

Transition Support

We know that moving to a new class or school can be a big change, especially for children with Special Educational Needs and Disabilities (SEND). Pupils join Joseph Clarke School at any time during their school career and we adapt our support according to their age and previous experiences. We work closely with families and other schools to make these changes as smooth as possible.

Starting at Joseph Clarke School

- Parents are invited to visit the school with their child before a place is agreed and share information about their child.
- At least one further visit will be offered once the place has been agreed and, during this visit, parents are asked to complete an 'admission profile' to help everyone understand how to support the child.
- A transition plan is agreed where the child may visit and spend time with their new class before joining full time.
- Transition booklets can be provided where helpful.

Moving to a New Class

- Teachers meet to share information about your child's needs
- Children take part in transition days in July to meet their new teacher
- Some children get transition booklets or extra visits to help them prepare
- All staff are given time to plan for your child's support

Preparing for adulthood

Joseph Clarke School works closely in partnership with parents to plan what will happen after young people leave school.

From the age of 14, reviews include talking about future plans, such as work, further education, or supported living. The school will adapt learning to help prepare young people for these next steps.

At the start of Year 14, the school will help parents talk with the local authority, social services, and possible future providers so everyone feels confident that the best choices are being made.



Working with outside agencies

We work with the following agencies to provide advice and support for pupils:

- Educational Psychologist
- Speech Therapists
- Family Help
- School Nurse
- Specialist teacher of the Deaf
- Occupational Therapist
- RSBC Counsellor
- Physiotherapist

We always ask parents for permission before involving other agencies and share advice/feedback with parents/carers.

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

Activities outside the classroom are part of life at Joseph Clarke School.

All pupils take part in whole-school activities such as art, celebrations, and sports. Some represent the school in sports or join art projects with local groups.

Children also learn in the community by visiting local shops, leisure centres, theatres, and activity centres.

Pupils in the secondary department can take part in a residential trip.

For more information about how we make sure pupils with a disability can take part, please see our [Accessibility Plan](#).

Emotional and Social Development

At our school, we believe that pupils need to feel safe, happy, and supported to learn well. We are a caring and inclusive school where emotional wellbeing is a key part of school life.

Children learn about their feelings and relationships through:

- A clear and age-appropriate PSHE (Personal, Social, Health and Economic) curriculum.
- Relationship, Sex and Health Education (RSHE) lessons that are adapted when needed for children with SEND
- Class discussions and assemblies.
- Opportunities to talk to trusted adults.



If a child is struggling with their emotions or behaviour, we:

- Listen carefully to their views.
- Talk with parents/carers about any concerns.
- We follow clear systems to support behaviour and create Well Being Plans or offer small group or 1:1 support as needed.
- Work with specialists, such as the educational psychologist, CAMHS or our school Behaviour Support Lead

We are a trauma informed school and our Leadership Team works closely with our Designated Safeguarding Lead and other staff to make sure the right support is in place.

We teach children how to keep safe online and offline (see [Safeguarding Policy](#)) and follow our [Positive Behaviour and Anti-Bullying Policy](#) to make sure all pupils are included, protected and listened to.

Children who are Looked After (CLA)

Some children live with foster carers or in care because their parents cannot look after them. This is called being Looked After. It might be for a short time or long term. These children are cared for by the local council, and decisions about their care are made by social workers and the courts. For more information see the NSPCC (<https://learning.nspcc.org.uk/children-and-families-at-risk/children-in-care>)

At our school, we know that being Looked After can affect how a child learns and feels. We work closely with foster carers, social workers, the Virtual School, and—when possible—parents, to make sure every child feels safe, happy, and supported.

We have a Designated Teacher (Ross Burrell) who is responsible for children who are Looked After. This person works with the Vice Principal and other staff to make sure the child's needs are met.

Each Child Looked After has a Personal Education Plan (PEP), which helps their learning and well-being and makes sure they make progress

Who can parents/carers contact for further information?

For parents who wish to find out more about the admissions process, contact Sarah Bent (Family Support Officer) via the school phone or email.

For parents of current pupils, in the first instance the best contact is with the class teacher.

If parents of current pupils have concerns which the class teacher cannot resolve then they should contact the Vice Principal who will be happy to help.

The school office number is 020 8523 4833 and the school email address is info@josephclarke.lighthouse-trust.uk



Complaints

If you wish to make a complaint, please follow the school's [Complaints Policy and Procedure](#).

If you are unhappy with the Local Authority or school's responses you can contact the SEND Mediation and Disagreement Resolution Service.

- This service is free, private, and independent from the council.
- It helps parents and young people talk things through with the Local Authority or school.
- Call them on 0800 064 4488.

If you still don't agree with the Local Authority's decision, you can ask the SEND Tribunal to look at your case.

- This is a government group that deals with SEND appeals.
- You can also contact them if you think your child has been treated unfairly because of their disability.
- Email: send@justice.gov.uk
- Telephone: 01325 289 350.

Glossary

SEND - Special educational needs

EHCP - Education, Health and Care Plan

PCR - Person Centred Review, a meeting about the child's needs

Annual Review - the statutory meeting to review the EHC plan.

SALT - Speech and Language Therapy