

Campsmount Academy



Special Educational Needs School Information Report
(September 2020)



Introduction

Welcome to our Special Educational Needs & Disability (SEND) Information for Campsmount Academy. We hope you will enjoy reading about the different ways in which we are able to support your child to reach his/her full potential and enjoy a successful transition to adult life.

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN**. The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible**. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The Academy works with due regard to the SEN Code of Practice (July 2014); the Equality Act (2010); and the Children and Family Act (2013). The Academy's SEND Policy outlines our approach to identifying and supporting SEND students. We endeavour to ensure that all groups of learners make good to outstanding progress across all three Key Stages (3, 4 & 5). We believe that all students should be valued and treated with respect. We are a fully inclusive Academy and our students' access high quality teaching and learning through Quality First Teaching in the classroom.

We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers.

Key Contacts:

- Mr E Chapman (SENCo) – ec@campsmount.com
- Mrs J North (SEND Administrator/Early Help Lead Practitioner)
- Mrs K Elmes (Year 7 Progress Leader)
- Miss S Davidson (Year 8 Progress Leader)
- Mr A Makings (Year 9 Progress Leader)
- Mr A Mankin (Year 10 Progress Leader)
- Mrs C Fillipo (Year 11 Progress Leader)
- Mrs R Hartley (Associate Principal/Safeguarding Lead)
- Mrs J Parkinson (Safeguarding & Student Welfare Manager)

In 2019/20 at Campsount we provided for the following types of Special Educational Needs and/or Disabilities

- **Communication and Interaction**
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Condition (ASC)
- **Cognition and Learning**
 - Moderate Learning Difficulties (MLD)
 - Specific Learning Difficulties (SpLD), which includes dyslexia, dyscalculia and dyspraxia
- **Social, Emotional and Mental Health Difficulties**
 - These behaviours may reflect underlying mental health difficulties such as anxiety, depression and self-harming
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Attachment issues
- **Sensory and/or Physical Needs**
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Difficulties (PD)
- **Learning Difficulties**
 - Moderate
 - Severe
 - Profound
 - Multiple learning difficulties

How we identify a child with Special Educational Needs or Disabilities and assess their needs

We assess each child'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 children. They will identify children who may or may not have special educational needs if:

- their progress is significantly slower than that of their peers starting from the same baseline
- their attainment is significantly lower than that of their peers starting from the same baseline
- their rate of progress slows significantly
- their attainment is hampered because of an educational barrier or need
- medical professionals identify a disability

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

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

Children can also be identified as having Special Educational Needs and/or a disability in the following ways:

- collaboration with the previous setting/primary school
- children performing below age related expectations
- concerns raised by parents
- concerns raised by staff
- work with external agencies
- guidance/assessment from a health practitioner, for example an educational psychologist
- academic performance
- speech and language assessment

The Academy also utilises the following policies to aid in identifying and assessing the needs of children with SEN:

- Admissions Policy
- SEND Policy, Accessibility Plan & Disability Equality Scheme
- SEN Information Report
- Safeguarding Policy
- Supporting Students with Medical Conditions
- Behaviour Policy
- Equal Opportunities Policy
- English as an Additional Language
- Reading Policy
- Literacy/Numeracy Policies
- Academy Teaching & Learning Policy

How we consult and involve the child and parents

Parents

At Campsmount we have regular contact with the parents of students with SEN and Looked After Children (LAC). If a parent is worried that their child has special educational needs, they should contact the SENCo or Progress Leader. We monitor all students with SEN and are keen to discuss strategies which are in place and what impact they are having on learning and progress.

At Campsmount we use a wide range of teaching and learning strategies to enable all students to access the curriculum and thus enjoy personal success. This is to ensure that their needs are being met through 'Quality First Teaching', which is fully inclusive.

Some students require interventions which are 'additional and different from' materials provided for all other students in the class. If your child accesses additional support for literacy, numeracy and/or social skills, he/she will be placed on the SEN Register and closely monitored as part of the SEN 'Assess. Plan. Do Review' code of practice.

Campsmount Academy believe that the partnership with parents is paramount. We have regular contact through:

- Progress meetings for students with an SEN Support Plan, an EHCP or a Looked After Child
- Progress meetings with Progress Leaders, form tutors, Early Help Lead Practitioner and SENCo
- Parents Evenings, when all staff members are available
- Meetings regarding transition between phases e.g. KS2 and KS3, KS3 and KS4 and KS4 and KS5
- Support involving outside agencies such as the Educational Psychology Service, Occupational Therapy, Physiotherapy, Specialist Teachers for the Visual Impaired, Hearing Impaired, Physical Difficulties and Autistic Spectrum Conditions
- Team Around the Family meetings with Progress Leaders and the Early Help Lead Practitioner

Students

Student views are important. Students are given regular opportunities every day, for example:

- Self/peer assessment in lessons
- Take part in Student Voice
- Work with the Learning Mentor Team
- Work with the Russell Group and enjoy participating in enrichment activities

Students on the SEND Register are asked during the annual review process to complete an All About Me questionnaire. This provides parents and the SENCo with important information about views and experiences of the student. This is an important document and is a valuable tool in making sure that the student feels well supported and accesses a high level of educational experience. All students with an SEN Support Plan, an Education Health Care Plan are asked to provide information about their interests, experiences, hopes, wishes and aspirations. The views of students are reviewed regularly with parents/carers, SENCo and Link LSA at meetings at Campsmount.

Students at Campsmount are encouraged to participate fully in the life of the Academy. They are encouraged to represent their form on the Student Council. Campsmount Academy has an

active Student Voice which meet regularly. They are consulted and involved in many decisions regarding the planning and direction of the school.

The Academy has an active Peer Mentoring system in KS3, enabling older students to support and listen to younger students. This is open to all student including those with SEND.

How we assess and review the child's progress towards outcomes

Student progress is continually monitored by:

- Heads of Department
- Subject Teachers
- SENCo
- Progress Leaders
- Early Help Lead Practitioner

All students' progress is reviewed each term. Students in KS3 are identified as:

- Either above, on or below target in each subject
- An Attitude To Learning (ATL) grade of 1: Outstanding 2: Good 3: Requires Improvement 4: Inadequate in each subject

At KS4 progress for all subjects is tracked in-line with their current performance. They receive a final professional predicted grade which is in-line with an equivalent GCSE Grade. Students also have a MEG (Minimum Expected Grade). The MEG are produced using KS2 prior attainment alongside information in similar student nationally.

Parents are invited to discuss student progress at any time with the appropriate staff by contacting school and making an appointment.

Students with an EHCP, SEN Support Plan or Personal Support Plan (PSP), are monitored formally at review meetings. Targets are reviewed termly.

The SEN Department has an open door policy and welcomes opportunities for parents and students to participate in the review process at any time during the year

How we support each child during transition points

The SEN Team will attend Year 5 and 6 Annual Reviews of students with an EHCP. Regular contact is made with the primary schools to ascertain the needs of students with SEND prior to transfer. This includes:

- Additional visits with parents, their LSA or Learning Mentor. This can be during the school day, at breaks, lunchtimes or after school. This facility is also available to Looked After Children (LAC).
- Transition Plans co-ordinated by the Mr Bentley, Mrs Elmes (Year 7 Progress Leader) and Jo North (SEND Administrator/Early Help Lead Practitioner). This involves close links with primary schools for transition work to Campsmount.
- Staff visits to primary schools.
- Small group support with identified students for literacy/numeracy/social skills).
- We have close liaison meetings with staff in Year 6 throughout the year.
- Year 7 Progress Leader and Early Help Lead Practitioner attend TAF (Team Around the Family) and LAC (Looked After Children) meetings prior to transfer.
- Students moving into Years 10 and 11 receive support and guidance with Options from the SENCo, Progress Leader and CIAG (Careers, Information & Guidance). This is organised on a one-to-one basis and parents are invited to attend.

Students moving on to KS5 have preparation meetings with the CIAG Advisor, who will organise visits with parents and carers to the appropriate college or school. She will also arrange a face-to-face meeting with the Heads of Sixth Form and the Sixth Form Team, if a student wishes to remain at Campsmount.

If a student is transferring to a different educational establishment for KS5, all SEN documentation is transferred at the end of Year 11 in line with the GDPR regulations.

How we teach children with Special Educational Needs and/or Disabilities

All teachers at Campsmount Academy are teachers of students with Special Educational Needs. The Academy has a Development Plan, which includes identified training needs for all staff, to improve the teaching and learning of students with SEND. This may include whole school training on SEND issues how to support identified groups of learners in school, such as ASD, Dyslexia, VI, HI, PD, differentiation etc.

The Academy is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of all students. Campsmount aims to ensure that:

- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum
- Members of staff understand that they are all teachers of students with Special Educational needs
- All students, regardless of their ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs
- Every student at the Academy is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can
- Teachers may raise a query with the SENCo or SEND Administrator.

- SENCo or LSA may observe the student in a specific subject or across a range of subjects
- Suggested strategies are put in place by the subject teacher and reviewed after a set period of time to analyse impact
- Further intervention may be identified and include support from an outside agency
- All interventions are monitored and evaluated by the SENCo and all the academy

How we adapt the curriculum and learning environment to ensure the needs of child are met

Planning and teaching will be adapted on a daily basis, if needed, to meet a student's learning needs and increase student access. Class teachers plan lessons according to the specific needs of all groups of students in their class. They will ensure that learning tasks are appropriate and a student is able to access their learning as independently as possible.

- For many students, simple changes can help remove barriers to learning and help students to catch-up. For example differentiation and scaffolding strategies are implemented in all subjects areas, every day
- The SEN Department works with individual students, pairs and small groups on programmes tailored to meet their needs for literacy and numeracy
- Trained Learning Support Assistants can implement the teachers' modified/adapted planning to support the needs of a student where necessary
- Specific resources and strategies will be used to support a student individually and in groups

Additional support is available for learning

We have Learning Support Assistants (LSA's) who are trained to deliver interventions such as:

- speech and language interventions
- Boxall profiling for children with attachment and social, emotional mental health (SEMH)
- Learning Mentors to support students with social, mental health difficulties
- School Nurse support
- Learning Support Manager for behaviour support
- Lego therapy
- SALT programmes

Learning Support Assistants support children on a 1:1 basis when:

- they have complex needs supported through an Education Health Care Plan
- Thrive programme support
- Children with high medical needs who require additional supervision

Learning Support Assistants will support children in small groups when they are:

- targeted interventions as part of our Secondary Ready Programme at KS3 and intervention support at KS4 across a range of subjects
- in class support to provide scaffolding of learning for children with processing needs, literacy or memory difficulties

We work with the following professionals to provide support for children with SEND:

- speech and language services
- Educational Psychology service
- early years inclusion service
- autism team
- vision/hearing support service

Staff with specialist training or have 'experts' to support you

The SEN Team are vastly experienced in working with students with SEN to support literacy, numeracy and social skills. The LSA Team have an ongoing programme of professional development throughout the year. They have received training in the following programmes:

- Autism
- Visual Impairment
- Specific Learning Difficulties (SpLD)
- Physical Difficulties (Duchennes Muscular Dystrophy/Cerebral Palsy)
- Lego Therapy
- Attachment issues
- Social stories
- Moving & handling Training
- SEND Code of Practice 2014

Mrs J North is our Early Help Lead Practitioner. She completes:

- Early Help assessments for families
- Identifies and signposts to support and services
- Holds regular TAF – Team Around Family Meetings

The SENCo is part of a rolling CPD Programme for all staff and delivers both whole school and group training. All staff have received training in the following through Safeguarding Leads:

- Child Protection
- Female Genital Mutilation (FGM)
- Prevent
- First Aid

The Learning Mentor Team have considerable experience and are very well qualified. They provide a comprehensive range of support including support:

- Rainbows Bereavement and Loss
- Anger management
- Attachment issues
- Social, Emotional and Mental Health
- Art therapy
- Academic support
- Thrive Programme

What happened if a child needs specialist equipment, services or support?

The academy's aim is to support every student in accessing a full range of lessons at Campsmount. For children with SEND, we will make reasonable adjustments to the curriculum or learning environment as required, in consultation with parents and students.

The Academy will work collaboratively with external agencies for advice and support if specialist equipment is required to meet the needs of any child.

- there is a Buddy Club run by our LSA team at both breaks and lunchtimes to support students
- All social times will have accessible staff on duty, in high-visibility jackets, to support our students
- Student peer mentors
- Anti-bullying ambassadors
- Fully accessible academy site; lift available to all floors
- Medical/First Aid room
- School Nurse clinics based in school every two-weeks (on a Tuesday lunchtime)

There is a designated member of staff that is responsible for all students that have medical needs. The academy will ensure all staff have access to the medical register and are fully aware of the child's medical needs. The individual health care plans are stored centrally and are reviewed throughout the year in collaboration with agencies and parents/carers.

Parents need to contact the office if medication is recommended by health professionals to be taken during the school day.

How we evaluate the effectiveness of the SEN provision

All student progress is reviewed as part of our progress review cycle. Data and information may be gathered and shared from one or more sources to help staff understand the individual student needs and implement appropriate strategies for their subject. A student may be identified at any stage during his/her education.

All staff can raise a query with the SENCo. The SENCo can, with parental consent, request support and advice from outside agencies including:

- Educational Psychology Service
- Sensory Team (VI, HI)
- Access Co-ordinator for PD
- Speech & Language Therapist
- Occupational therapy
- Physiotherapist
- LAC Team
- Early Help Lead Practitioner

How we enable the children with SEND to engage in activities to those in the school who do not have SEND

Students and young people with SEND are supported and encouraged to be involved in all areas of school life. This includes:

- Trips
- Residential visits
- Drama – Productions, Rock Challenge
- Music – instrument lessons, choir and band
- Extra-curricular activities including football, rugby, badminton, netball, hockey, street dance and cheerleading.

Reasonable adjustments are made as much as possible to ensure students can participate as fully as possible in the life of the academy.

The Academy has an active Student Voice and all students are welcome to participate. For students with medical/physical needs, trips and visits will be discussed with parents/carers and identified in a Risk Assessment and or Care Plan.

How we improve the emotional and social development of your child

Campsmount Academy has a very strong network of pastoral support which involves all staff including:

- Progress Leaders
- Form Tutors
- Learning Mentors
- SEN Team
- Safeguarding Team
- LSC Manager

Support is offered throughout the day. Students also have access to the following interventions where appropriate:

- Buddy Club at breaks and lunchtimes. Staff offer supervision at social times
- Social Skills lessons including Lego Therapy, Jigsaw Therapy and Art Therapy
- Learning Mentor support – individual/small group
- Thrive Programme
- Contact with home via telephone, letters home, face-to-face meetings and home/school liaison book
- Pastoral Support Plans
- Team Around the Family Meetings
- Personal Education Plans for LAC
- Support from outside agencies
- SEN meetings
- LAC meetings

At Campsmount we have a very clear Anti-bullying Policy in place and all bullying will be acted on immediately. Anti-bullying is addressed as part of the Academy's ASPIRE Programme. We actively seek to support students to talk about their fears and problems if a student feels they are being bullied. They must report it immediately to any member of staff. Our Academy also has a 'Bullying Button' on our website for students who may wish to report incidents.

How does the academy work with other agencies and services

At Campsmount Academy, we work with a range of other bodies from the Local Authority, Central Services and Health & Social Care to meet the needs of students with SEND and Looked After Children. This includes:

- Team Around the Family meetings (TAF)
- Child in Need/Child Protection meetings

- Looked After Children (LAC) meetings and Personal Support Planning (PSP)
- EHCP review meetings
- Weekly pastoral meetings with Progress Leaders, Learning Mentors, Early Help Lead Practitioner and Assistant Principals for inclusion and transition.
- Weekly attendance meetings with the Attendance Officer and Family Liaison Officer

Students with an Education Health Care Plan or TAF, may be involved with outside agencies. This will be to support their individual needs and their families. Outside agencies are invited to Annual Review meetings, Team Around the Child meetings and contribute to the student support programme and outcomes.

What should I do if I disagree with what you are doing or want to make a complaint?

As an Academy, we work hard to communicate effectively with students and parents. We listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.

If parents of students with SEND are not happy with the provision for their child, they should contact the school and speak to the SENCo, Mr E Chapman:

- ec@campsmount.com
- 01302 700002

If parents wish to seek a further resolution regarding their complaint they should contact the academy and make an appointment through the Principal's PA to see the Principal:

- headspa@campsmount.com
- 01302 700002

Who should you contact for further details of support services for parents of children with SEND?

Special Education Needs Coordinator

Mr E Chapman

ec@campsmount.com

Principal

Ms. E Browne

headspa@campsmount.com

Where can you find out more about what support there is for children with SEND in the local area?

Doncaster's Local Offer can be found at:

<http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.