

# Campsmount Academy



## Special Educational Needs and Disability Policy

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	JN	New policy	Jan 2018	Jan 2020
1.2	JN	Changes to personnel	June 2020	June 2021
1.3	JN/EC	Changes to personnel Update of support strategies New format	June 2021	June 2022
1.4	EC	Update of all hyperlinks Review by LET SEND and Inclusion Lead Changes to identified wording/keywords	July 2022	June 2023

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## **1. VISION STATEMENT AND LEGISLATIVE COMPLIANCE**

1.1 We, the staff and Academy Governing Body, aspire to ensure all students, irrespective of their ability, achieve their potential in full; and we aspire in this way to make Campsmount Academy the best it can be.

1.2 This policy complies with the statutory requirements laid out in Paragraph 3.66 of the SEND Code of Practice 0-25 July 2014. It also meets the requirements of Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

1.3 This guidance is for staff, parents/carers, children and practitioners across education and health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, April 2014
- Ofsted Section 5 Inspection Framework, September 2015
- Teachers Standards 2012
- National Inclusion Statement

1.4 Leger Education Trust has separate policies in place for:

- Accessibility
- Disability Equality Scheme
- Looked After Children
- English as an Additional Language (EAL)
- Equal Opportunities
- Teaching and Learning
- Literacy
- Reading
- Behaviour and Safety
- SEND Information Report

1.5 The Department for education has published a Guide for Parents on the SEND Code of Practice which can be accessed at: [SEND: guide for parents and carers - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **2. ACADEMY PROFILE**

2.1 Campsmount is an 11-18 mainstream secondary academy which admits students to the academy in line with the academy's admission procedure. The academy believes that all children and young people are entitled to an education that enables them to:

- Achieve their best,
- Become confident individuals living fulfilling lives and
- Make a successful transition to adulthood, whether into employment, further or higher education or training.

2.2 Special Educational Needs and Disabilities (SEND) of students at Campsmount are managed and delivered through the Learning Support Department. This is managed by the Special Educational Needs and Disabilities Co-ordinator (SENCo).

2.3 Students are admitted to the academy in line with the academy's admission procedure.

2.4 The academy makes provision in accordance with the SEN Code of Practice 2014, the SEN and Disability Act 2001, Index for Inclusion (3<sup>rd</sup> Generation, 2011) and the statutory requirements of legislation laid down in the Equality Act 2013. Our SEND Policy and practice aims to reflect these principles.

2.5 Campsmount takes a whole academy, inclusive approach to students with Special Educational Needs, recognising that the aims of the academy are the same for all students, whatever their needs.

### **3. OUR ACADEMY AIMS AND OBJECTIVES**

#### **3.1 At Campsmount Academy:**

- We celebrate our students' strengths, interests and individuality.
- The views, wishes and feelings of our students are central to everything that we do.
- We have high expectations and aspirations every lesson, every day for all students including those with SEND.
- We work positively and proactively with parents/carers and others involved.
- All students are encouraged to participate in the life of our academy.
- All our teachers are teachers of students with SEND and are responsible for their progress and development.

3.2 At Campsmount, our aim is to ensure high quality teaching and learning for all students. This policy recognises the entitlement of all students to a broad and balanced curriculum. It reinforces the need for teaching that is fully inclusive. The Academy Governing Body will ensure that appropriate provision will be made for all students with SEND.

We aim to:

- Ensure the identification of all students requiring SEND provision as early as possible in their educational career.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure that SEND students take as full a part as possible in all activities in the academy.
- Ensure that parents/carers of SEND students are kept fully informed of their child's progress and attainment.
- Ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision.
- Meet our statutory duties.

#### **3.3 Our objectives are to:**

- Work with families and others involved in the care of students in our academy.
- Promote students' self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others.
- Ensure that every teacher is a teacher of every student including those with SEND through well targeted and continuing professional development.
- Deploy the team of support staff but also acknowledging that additional support and intervention cannot compensate for a lack of good quality teaching.
- Provide differentiated and personalised learning opportunities building on each student's strengths and interests.
- Identify needs, particularly of vulnerable and disadvantaged students, at the earliest opportunity and meet these needs and review progress regularly.
- Take steps to narrow and close the gap in achievement between vulnerable and disadvantaged students and their peers.
- Focus on individual progress across a wide range of outcomes as the main indicator of success.
- Support and develop the role of SENCo, who will work within the SEND Policy. They will provide support and advice for all staff working with students with SEND.
- Map provision across the academy to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all.
- Work with the Local Authority and other outside agencies to ensure there is a multiprofessional approach to meeting the needs of all students with SEND and those who are Looked After.
- Keep up-to-date with the provision and services set out in the Local Authority's Local Offer to maximise specialist provision and support.

- To ensure we do our best for all Looked After Children and SEND students every lesson, every day.

## 4. DEFINITIONS

### 4.1 Definition of SEN and of Disability

A child or young person has SEN if they have 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 children of the same age or,
- 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 main stream post16 institutions.

4.2 **Special educational provision** means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

4.3 Many young people who have SEND may have a disability under the Equality Act 2010 that is *'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'*.

4.4 This definition provides a relatively low threshold and includes more young people than many realise; *'long term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*. This definition includes sensory impairments such as those affecting sight or hearing and long term health concerns such as Asthma, Diabetes, Epilepsy and Cancer. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

4.5 Where a child or young person requires special educational provision over and above adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

4.6 Students are not regarded as having learning difficulties solely because their language or form of home language, is different from that in which they are taught. Identifying and assessing SEND students whose first language is not English requires particular care and we will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a need. Difficulties related solely to limitations in English as an additional language are not SEND.

## 5. IDENTIFICATION AND EARLY INTERVENTION

5.1 Parents and staff will know that special educational needs and provision can be considered as falling under four broad areas, as identified in the Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

5.2 These four broad areas give an overview of the range of needs that require planning. The purpose of identification is to work out what action we need to take, to remove the barriers to learning and engagement. At Campsmount we identify the needs of students by considering the needs of the whole student and then match the provision accordingly.

## **6. THE RANGE OF PROVISION AND ACCESS**

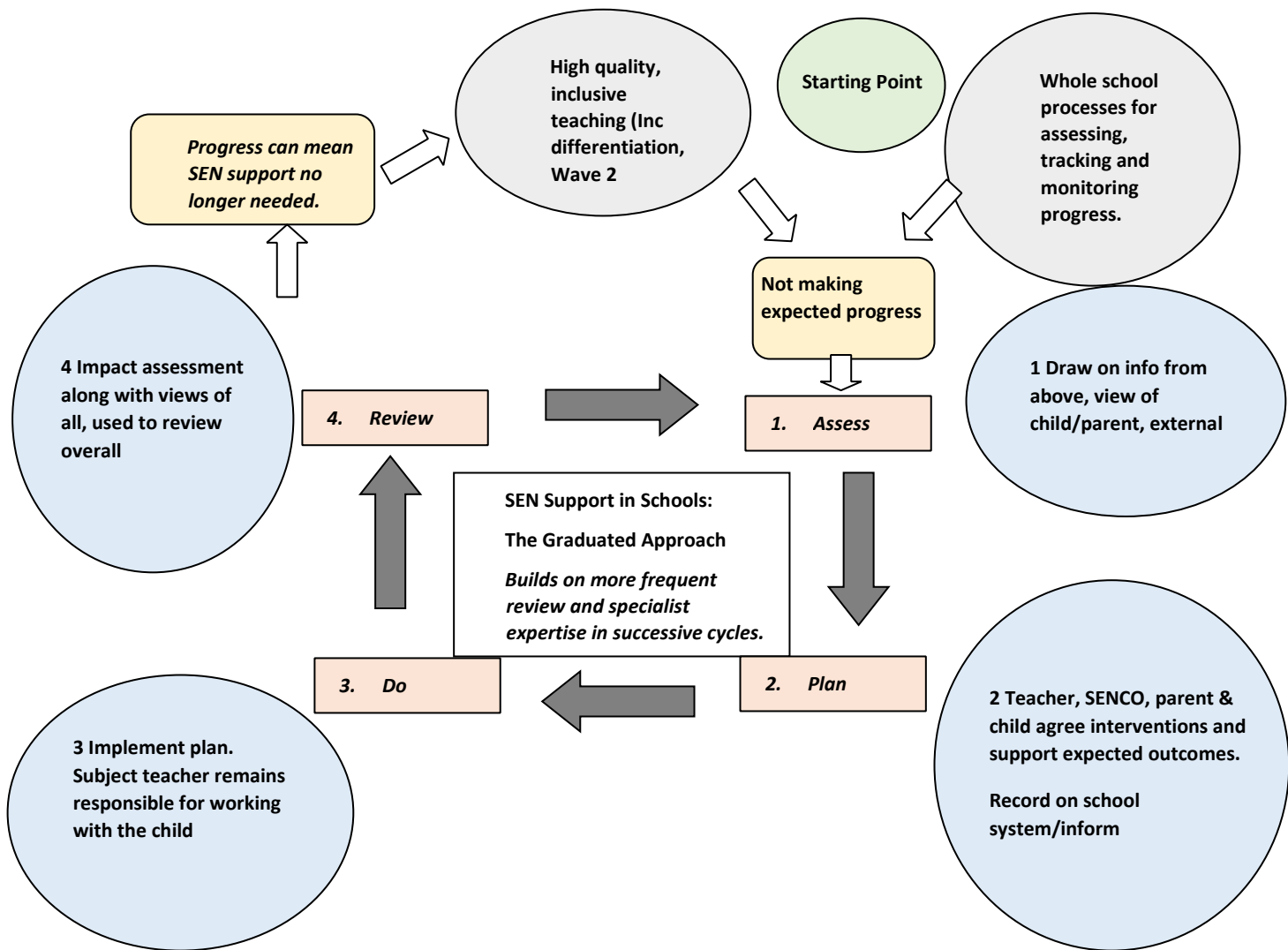
6.1 At Campsmount we offer:

- Differentiated activities by all staff as part of quality first teaching every lesson, every day.
- Targeted intervention for literacy and numeracy for non-SEND students below expected standards including Passport Maths and Reciprocal Reading
- Emotional care and support with Learning Mentors and members of the SEN Team
- Support through both Break and Lunchtime Club for homework and friendships
- One-to-one personalised intervention for literacy with members of the SEN Team
- Small group personalised support for literacy, reading, spelling and phonics with a member of the SEN Team
- Small group LSA support for literacy/numeracy in Years 8 and 9
- One-to-one LSA support for reading, spelling and handwriting
- One-to-one support for Dyslexia (Toe-by-Toe/Stride Ahead)
- Tutor time support for reading and phonics
- In-class LSA support across all areas of the curriculum
- Corrective reading groups in Years 7-9
- One-to-one/small group provision for social skills
- One-to-one literacy support after school for LAC
- Small group support for literacy for KS3 before school for students in KS3 who are below expected standard on entry

## **7. ASSESSMENT ARRANGEMENTS AND REVIEW PROCESS**

7.1 Quality first teaching, differentiated for individual students, is the first step in the graduated response to students who have or may have SEND.

7.2 Where a student is identified as having SEND, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the Graduated Approach.



7.3 Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress, the academy will consider requesting an Education, Health and Care (EHC) assessment. An Educational Health Care Plan also can be requested by the parent.

7.4 To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the academy. The academy will provide:

- Evidence of the student's academic attainment and rate of progress
- Information about the nature, extent and context of the student's SEND
- Evidence of the action already being taken to meet the student's SEND
- Evidence that, where progress has been made, it has only been as a result of much additional intervention and support over and above that which is usually provided
- Evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

### 7.5 Assess

In identifying a student as needing SEN support, the teacher, working with the SENCo, will carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment as well as information from the academy's core approach to student progress, attainment and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant,

advice from external support services. Parents' views should be recorded and compared to the academy's own assessment and information on how the student is developing.

7.6 This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome and a clear picture of interventions put in place and their effect is developed.

7.7 In some cases, outside professionals from health or social services may already be involved with the student. These professionals will liaise with the academy to help inform the assessments. Where professionals are not already working with academy staff, the SENCo will contact them if the parents agree.

#### 7.8 **Plan**

Where it is decided to provide a student with SEN support, the parents will be formally notified, although parents should already have been involved in forming the assessment of needs outlined above. The teacher(s) and the SENCo will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a clear date for review.

7.9 All teachers and support staff who work with the student will be made aware of his/her needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

7.10 The support and intervention provided will be selected to meet the outcomes identified for the student and will be provided by staff with sufficient skills and knowledge.

#### 7.11 **Do**

The teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any Learning Support Assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

#### 7.12 **Review**

The effectiveness of the support and interventions and their impact on the student's progress, should be reviewed.

7.13 The impact and quality of the support and interventions will be evaluated along with the views of the student and their parents/carers at regular meetings with staff in SEN. The SEN teacher, working with the SENCo, will revise the support in light of the student's progress.

7.14 Parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning the next steps. This will be at a meeting with the SENCo or specialist teacher.

## **8. MONITORING STUDENT PROGRESS**

8.1 Teachers will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

8.2 Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between students and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvement in the student's behaviour through Attitude to Learning Grades



## 9. EVALUTATING SUCCESS

- 9.1 The success of the school's SEN Policy and provision is evaluated through:
- Ongoing assessment of progress against targets and expected outcomes for all SEND including LAC which are reviewed termly for SEN and half-termly for LAC
  - Work sampling and moderation with departments
  - Differentiation in the classroom
  - Informed feedback from staff and parents/carers
  - Student and parental questionnaires and conversations
  - Analysis of attendance for SEND by the SENCo, Mr E Chapman
  - Analysis of student tracking data and test results:
    - For individual students
    - For cohort
  - Analysis of Attitude to Learning Grades (ATL) each half-term
  - Termly reports to the Governors Welfare Committee

## 10. TRAINING AND RESOURCES

10.1 The training needs of staff are identified through Performance Management and planned for through Departmental Improvement Plans, which are reviewed annually.

10.2 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training, development and regular CPD.

10.3 The school's SENCo regularly attends the Local Authority's SENCo Network Meetings in order to keep up to date with local and national updates in SEND.

10.4 The SENCo has NASEN membership to ensure they are regularly updated about SEN issues and to access training resources and consultancy input where needed.

## 11. ROLES AND RESPONSIBILITIES

11.1 At Campsmount provision for students with SEND, in the classroom is the responsibility of subject teachers. Teachers are responsible and accountable for the progress and development of the student in their class, including where students access support from learning support assistants or specialist staff. All staff are responsible for following the academy's procedures for identifying, assessing and making provision to meet those needs.

### 11.2 **The Academy Governing Body will ensure that:**

- SEND provision is an integral part of the Academy Development Plan.
- Necessary provision is made for any student with SEND.
- Staff are aware of the need to identify and provide for students with SEND.
- Students with SEND join in academy activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students.
- They have regard to the requirements of the SEND Code of Practice 2014.
- They are fully informed about SEND issues, so that they can play a part in the academy's self-evaluation process.
- They set up appropriate staffing and funding arrangements and oversee the academy's work for students with SEND.
- The quality of SEND provision is regularly monitored.
- A governor is identified to be the person responsible for SEND and for this person to link with Learning Development staff.

### 11.3 **The Principal has responsibility for:**

- The management of all aspects of the academy's work, including provision for students with SEND.
- Keeping the academy governing body informed about SEND issues.

- Working closely with the SENCo.
- Ensuring that the implementation of this policy and the impact on the academy is reported to governors.

#### 11.4 **The Head of Special Needs is responsible for:**

- Overseeing the day-to-day operation of the SEND Policy.
- Co-ordinating the provision for students with SEND.
- Organising, managing and monitoring the work of the Learning Support Assistants.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff in the academy.
- Helping staff to identify students with SEND.
- Carrying out detailed assessments and observations of students with specific learning needs.
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between agencies, teachers and parents.
- Maintaining the school's SEND Register, records and associated files.
- Assisting in the monitoring and evaluation process of students with SEND through the use of academy assessment information.
- Contributing to CPD of teaching and support staff.
- Completing annual appraisals for all members of the SEN team.
- Liaising with SENCo in feeder schools to help provide a smooth transition from one school to another.
- Identifying students on the Provision Map, those students requiring SEN support from the delegated budget, students with an EHCP in receipt of additional funding.
- Maintaining and analysing the whole school Provision Map.
- Reviewing and revising individual targets for students with SEN Support Plans each term with parents/ carers.
- Co-ordinating and leading multi-agency meetings and Annual Reviews for students with an EHCP.
- Ensuring effective transition arrangements are in place for SEND students between Key Stages 2-3, 3-4 and 4-5.
- Collating and evaluating KS2 Transition information for all SEND students in Year 6.
- Attending SEN Reviews in Years 5/6 and responding to the Local Authority following an application to come to Campsmount.
- Writing individual pen pictures for all students SEND students in Years 7-13.
- Creating tutor groups for all students in Years 6/7.
- Producing SEN Support Plans, One Page Profiles, PEEPS and Risk assessments for all vulnerable students and those with SEND.
- Monitoring progress of all students in reading groups/intervention groups and retesting reading in January/June each year.
- Organising invigilation for external exams with members of the LSA Team and Mrs Ransom (Examination Officer).
- Providing members of the SEN Department to invigilate in all internal exams.
- Producing a report for Governors Welfare Committee each term.
- Ensuring the Campsmount Local Offer is maintained and up-to-date annually.
- Writing the Accessibility Plan and up-date annually.
- Generating and updating lists for staff of all students with support with Access arrangements for internal and external exams.
- Completing Form 8 for external examiner for all students prior to testing.
- Co-ordinating agenda at BPM (Business Planning Meeting) with the Educational Psychologist.
- Meeting with specialist teachers termly for students with VI, HI, PD and ASD with students, parents, carers and sharing information with colleagues.

## 12. MANAGEMENT OF SEND PROVISION

### 12.1

<b>Communication &amp; Interaction Examples of School Provision</b>	<b>Cognition &amp; Learning Examples of School Provision</b>	<b>Social, Mental &amp; Emotional Health Examples of School Provision</b>	<b>Sensory and/or Physical Examples of School Provision</b>
<p>One-to-one Social Skills including: Social Stories Comic Strip Conversation Cartoons Lego Therapy Art Therapy Jigsaws Individual daily/weekly targets Internal support from Speech &amp; Language Therapist. Learning Mentor Support. Progress Leaders.</p>	<p>In class support for students - differentiation. One-to-one phonics. Small group phonics programme. Paired reading (peer mentors/support staff). Corrective Reading Groups. Literacy Interventions which may include: Reading intervention Spelling keywords Basic punctuation and grammar Individual &amp; small group of SEND and Secondary Ready Support. Exam Access: reader/prompter/scribe/quiet room. Handwriting interventions. Additional support before and after school – KS3 &amp; KS4. Numeracy Interventions which may include: One-to-one support Small group/individual intervention – Passport Maths in Yrs7. Specialist teacher KS3 intervention. GCSE intervention groups (department) Catch-up sessions after school (LAC/SEND). 1-1 tuition – KS3 &amp; KS4. Learning Mentors.</p>	<p>Small group/one-to-one/ teambuilding/social skills Lego Therapy. Learning Mentor Team. Safeguarding Team. Mentoring. Anti-bullying support. Princess Diana Award. Rainbows (bereavement). Anger Management Course. Outreach support from St Wilfrid's Academy &amp; Behaviour Outreach Support Service. Thrive</p>	<p>Input from Access Co-ordinator/specialist teacher in the Local Authority. Specific equipment (tables/hoists etc.). Advice/strategies for staff. Input from Occupational Therapy – fine/gross motor skills/programmes. Speech &amp; Language – Therapist. Physiotherapy – PE/practical skills programme. Advice from specialist teachers (ASD, HI, VI, PD, Access Coordinator).</p>
<b>Examples of External Provision</b>	<b>Examples of External Provision</b>	<b>Examples of External Provision</b>	<b>Examples of External Provision</b>

Educational Psychologist. Speech & Language Therapist. Specialist Teacher Team: VI HI ASCETS	Educational Psychologist. Other schools including pyramid schools in the LA.	Young Carers. CAMHS. CEOP. ASCET Team. Educational Psychologist.	Wheelchair Services. Support from OT. Support from physiotherapist Specialist Teacher Team (VI, HI, ASD).
<b>How do we evaluate the effectiveness of the impact of provision listed above?</b>	<b>How do we evaluate the effectiveness of the impact of provision listed above?</b>	<b>How do we evaluate the effectiveness of the impact of provision listed above?</b>	<b>How do we evaluate the effectiveness of the impact of provision listed above?</b>
Track levels of progress each halfterm (KS4/5), each term (KS3). Monitor Attitude to Learning Grades each half-term KS3/4/5. Reading Group – Track improvements January-July Review meetings (EHCP/SEN Support). Progress reports from staff, student and support staff. Parent feedback. Termly SEN Progress Meetings (SEN Support/School Intervention). SEN Open days each term to review targets and set new targets.	Track levels of progress each half-term. Reading Groups re-test students. 1-1 support. Review Meetings. SENCo tracks all progress. Teacher feedback. External reports. Student feedback. Parent feedback. Review Meetings.	Attitude to Learning results each halfterm. Review Meetings SEND. Early Help Reviews every 6-8 weeks. Support from PAFSS (Parent & Family Support Service). SENCo tracks all progress. Teacher feedback LSA feedback. External reports from professionals (EP HI VI ASD). Student voice. Parent voice. Reporting cycle. Review Meetings. Curriculum Observation across school.	Review Meetings. Progress meetings with parents. Access to the curriculum. Feedback from students. Feedback from staff. Assessments and reports from specialist teachers (ASD VI HI). Curriculum Observations across school.

### 13. CONTACT WITH PARENTS/CARERS

13.1 The academy aims to work in partnership with parents. There is regular contact with parents/carers of students with SEND. Parents/carers may also contact their child's Form Tutor or Progress Leader who will then pass on any concern to the SENCo.

13.2 Partnership with parents/carers is regarded as essential for good progress to be made with regards to any programme that is implemented. Parents/carers are asked to actively support programmes and provide feedback to the SENCo. Parents/carers are welcome to contact the SENCo at any time regarding any concerns about student progress. The recommended ways are by letter or telephone. The SENCo will endeavour to respond as soon as possible.

13.3 Partnership with parents/carers is regarded as essential for progress to be made with regard to any support that is implemented. This happens in many different ways, including:

- Meetings to agree transition arrangements and support (Yr6 into Yr7, KS3 into KS4, KS4 into Post-16).
- Termly meetings to discuss progress with the SENCo, SEN Team or other appropriate staff (Form Tutor/Progress Leader).
- Responding to parental requests using a variety of methods including telephone calls, emails or face-to-face meetings.
- Open Evenings when both the SENCo and teaching staff are available.
- Parents' Surgeries.
- Student centred meetings.
- Year 9 Option Evening.
- Year 12/13 Progress Review.
- Statutory EHCP meetings and SEN reviews.
- Attendance at a professionals or multi-disciplinary meeting.
- Through parent and stakeholders surveys and events.

13.4 Campsmount aims to ensure that all students, regardless of ability, have complete access to a wide range of suitably challenging educational opportunities to make progress in every aspect of their development enabling them to achieve their full potential. Despite our best efforts, some students will experience significantly greater difficulty than others and these students will need special consideration and provision. In making such provision out school objectives are:

- To identify and assess students with Special Educational Needs as early as possible and to monitor progress.
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist in assessing and providing for their children.
- To include the views of the student and make necessary provision to meet individual needs.
- To closely monitor and review progress towards targets set by the SEN Department.
- To use age appropriate conversations about targets and progress.
- To have a Link LSA to support a student if appropriate.
- To participate in Statutory and Annual EHCP Reviews.
- To work with external professionals.
- To have supportive conversations with appropriate members of staff.
- The SENCo has an open-door policy for students.

## **14. STUDENT INVOLVEMENT**

14.1 Students have the right to be involved in making decisions and exercising choice. In lessons, all students are involved in monitoring and reviewing their individual progress. We endeavour to involve all students fully by encouraging them to:

- Share their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- Monitor their success at achieving the targets from their Review.
- Create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future with support from an LSA.

14.2 Campsmount students 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 direction of the academy.

14.3 Campsmount has an active peer mentoring system in KS4, enabling older students to support and listen to younger students. Students and parents are encouraged to complete a questionnaire about academy, their learning and well-being before Annual Review meetings and after Annual Open Evening.

## **15. SUPPORTING STUDENTS WITH MEDICAL CONDITIONS**

15.1 Some students in our academy have medical conditions that require care and support to enable full access to education, including academy trips, visits and physical education. Some students with medical condition may be disabled and if this is the case the academy will comply with its duties under the Equality Act 2010.

15.2 Some may also have Special Educational Needs (SEN) and have an EHCP which brings together health and social care needs, as well as their special educational provision.

15.3 Students with medical conditions may have a Health Care Plan. Advice comes from the medical professionals such as the identified consultant and the plan is written with parents and the academy. It is reviewed annually.

15.4 We have several accessible toilets throughout the academy, including a specialist room with hoist and high/low bed.

15.5 Educational Visits:

- Risk assessments are carried out by the academy prior to any out-of-academy visit and medical conditions are considered during this process. Factors considered include: how all students will be able to access the activities proposed, how routine and emergency medication will be stored and administered and where help can be obtained in an emergency.
- Parents are sent a Residential Visit Form to be completed and returned to the academy shortly before their child leaves for an overnight stay. This requests up-to-date information about the student's current medical condition and how it is to be managed whilst away.
- Staff on educational visits and out-of-hours activities are fully briefed on students' individual medical needs. They will have access to any necessary medication/medical equipment for the duration of the visit.
- For all residential visits, a member of staff is appointed as the designated first aider and the appropriate first aid equipment will be taken on the trip.
- Risk assessments are carried out before students undertake a work experience or off-site educational placement. It is the school's responsibility to ensure that the placement is suitable and accessible for a student with medical needs. Permission is sought from the student and their parents before any medical information is shared with an employer or other education provider.

15.6 **Medication**

- Mrs Stollery and Mr Hazelby (Reception staff) ensure the correct storage of medication in the medical room.
- All controlled medication is stored appropriately, paying particular note to factors such as temperature with only named staff having access.
- The academy medical provision lead will monitor the expiry dates for all medication stored at the academy.
- All emergency and non-emergency medication brought to the academy must be clearly labelled wherever possible in its original containers, with the student's name, the name and dose of medication and the frequency of dose, expiry date and the prescriber's instructions.
- All refrigerated medication is stored in an airtight container and is clearly labelled. Refrigerators used for storage of medication are located in the medical room.
- All medication is sent home with students at the end of the school year. Medication is not stored during the Summer Holidays.
- It is the parents' responsibility to ensure new and in-date medication comes to Campsmount on the first day of the academic year.

- An accurate record of each occasion an individual student is given or supervised taking medication is kept. Details of the supervising staff member, student, dose, date and time are recorded.

## **16. EFFECTIVE TRANSITION**

16.1 Developing links with the feeder schools is a priority at Campsmount. It is our aim to offer the best choice of secondary education in the area.

16.2 We want to make the transition from primary to secondary education as effective as possible so that the eleven years of compulsory education from 5 to 16, is seen as a continuous and successful process.

16.3 Transition for students with SEND begins in Year 6 before they join Campsmount. This involves:

- Visits to feeder schools by the SENCo and members of the LSA Team.
- The Link LSA for ASD will visit at least each term and deliver an individual or small group programme for social skills.
- Year 7 Progress Leader will attend all TAF meetings.
- SENCo and/or SENCo Assistant will attend review meetings for Education Health Care Plans (EHC Plans) where invited.
- Contact between SENCo and the feeder school. SENCo to identify students with SEND and the support they have received. Discussions to identify any support to be continued at KS3.
- In addition to taster days some children will require additional visits to familiarise themselves with Campsmount and to meet key staff, including Year 7 Progress Leader, SENCo and members of the LSA Team and their Link LSA. The Link LSA will make several visits to the feeder school, usually one each term to meet and work with student. The student will also come to Campsmount and work with the Link LSA in the SEN Department.
- Where students have more specific SEND needs, the process of transition may be more intensive and involve other professionals and agencies. A timeline is produced and shared with the family.
- Year 5/6 students are invited to a variety of events throughout the year e.g. musical events, drama productions and sporting events.

16.4 All students starting in September of Year 7 will complete a reading test prior to entry. They will also undergo baseline assessment in all core subjects and most other subject areas. This information, in addition to information from feeder schools will be used to identify specific SEND needs of students.

16.5 Students who are identified as having SEND will undergo further assessment if appropriate. Parents/carers will be notified of this identification by letter and will be invited to meet with the SENCo to be part of the planning process to support their child. This will be reviewed at regular intervals, including parent/carer involvement.

16.6 All students' progress and attitude to learning grades are recorded through the academy's half-termly assessment cycles. Parents/carers are notified through reports, Parents' Evenings and SEN student centred meetings. Outcomes of all students, including those identified with SEND are closely monitored by subject teachers, subject leaders and the Senior Leadership Team, to ensure that students are making progress in-line with their targets.

16.7 The SENCo will also closely monitor the progress of students with SEND to assess the impact of any interventions provided for students. Where students do not make the expected progress, the SENCo will liaise with staff responsible for these students to identify what additional intervention is required. Parents/carers will be notified of any changes in provision.

16.8 All parents/carers of students entering Campsmount in Year 7 are invited to the Year 6 welcoming event in October, prior to entry, where they have the opportunity to gain knowledge of the policies and procedures of the academy. At this evening, students can participate in activities across all departments and meet with staff. There is an Open Evening in the first half-term of Year 7 to meet form teachers, Progress Leaders, SENCo and members of the Senior Leadership Team.

16.9 Students with SEND and their parents/carers are involved in the 'Asses, Plan, Do, Review' cycles of the graduated stages of provision to meet their special educational needs. Each parent/carer will receive a copy of their child's 'Plan, Do, Review' document from the SEN Teacher and is invited into the academy to review progress and identify new targets. Where a student is removed from or added to the register, parents/carers are written to and asked for a response.

16.10 When students are due to leave the academy, they will be encouraged, with parents/carers to consider all options for the next phase of their education. We will invite appropriate support from external agencies.

16.11 When students leave school in Year 11, information including access arrangements are passed to the post-16 establishments by our Examinations Officer.

16.12 When a student with SEND leaves to transfer to another secondary school, the SEN Department will endeavour to make direct contact with Learning Support staff of the receiving school or college.

16.13 Students will have opportunities to be involved with or gain support from a range of different services such as:

- Personalised KS4 Programmes.
- Careers Information & Guidance (CIAG).
- Visits to Post-16 establishments.
- Alternative KS4 curriculum provision.
- Travel training.
- Work Experience visits.

## 17. ADMISSION ARRANGEMENTS

17.1 The Admissions Policy for Campsmount is that of the Local Authority (LA). Allocation of places to the Academy is administered by the LA in Year 7. Neither a student's abilities nor their learning difficulties feature in the admission of a student, unless they have an Education Health Care Plan which names the school as the one they should attend through the consultation process.

## 18. EXAM ACCESS ARRANGEMENTS

18.1 The Exam Access arrangements Policy explains the actions taken to ensure inclusion throughout the academy for all students with Additional Learning Needs, including those with formally diagnosed Special Educational Needs Disabilities (SEND).

18.2 The term Additional Learning Need is used as an umbrella term within the academy to incorporate all students known to or attending our SEN Department, including those students identified as having SEND.

18.3 The policy forms an integral part of our Teaching and Learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil their true potential.

### 18.4 What are Exam Access Arrangements?

The Exam Access arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval), in a national/public exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:

- **A scribe:** a trained adult who writes for a student. The student would dictate their answers. The scribe would write exactly what they say.
- **A reader:** a trained adult who would read the question and any relevant text (with the exception of Section A of an English GCSE exam) for the student. The student would then write the answer(s) themselves.
- **ICT:** access to a computer for an exam (if appropriate – not subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access. In some exceptional circumstances, students may be entitled to use a spell check enable a computer.
- **Extra time:** students may be entitled to an allowance of up to 25% extra time depending on the history of evidence of need and the recommendation of the SENCo. In some exceptional circumstances students may be entitled to an allowance of 50%.



- **Rest breaks:** where students are permitted to stop for short break(s) during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.
- **Prompter:** where a student has little sense of time or loses concentration easily, a trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.

18.5 Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have additional educational needs. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need, thereby ensuring equal opportunities. Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates the equal opportunity in which to demonstrate their skills, knowledge and understanding. Procedures and practises relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualification (JQQ).

### 18.6 **Procedures**

How would students be identified for Exam access Arrangements?

- They would have had Exam Access arrangements at KS2 for their SATS.
- From baseline testing completed at the end of Year 6/start of Year 7.
- Parental referral.
- Subject teacher referral.
- Information from primary schools.
- Medical Diagnosis.

18.7 Students who have had Exam Access Arrangements at KS2, will be assessed prior to GCSE examinations at KS4. They may have received Exam Access Arrangements at KS2 but, it doesn't necessarily mean that they automatically receive it at KS4 because their needs may have changed. For example, a student who had a Reader at KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

18.8 When a student is educated off-site by a different educational provider, Campsmount will contact the provider regarding access Arrangements.

18.9 Extra time/rest breaks may be granted on medical grounds. If this is not the case, Campsmount will request that the establishment completes the appropriate sections of Form 8 and arrange for the student to be assessed either with the provider or at Campsmount.

### 18.10 **Internal Subject Specific Tests**

Access arrangements reflect the support this is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as a 'normal way of working'. To allow all students with an additional learning need, equality of access to internal subject tests and exams, reasonable adjustments are followed:

- Leaders of Faculty are responsible for ensuring that all students in their subject areas have full equality of access to all internal tests and mock exams.
- Where and when appropriate, SEN can provide a separate room, access to ICT, a reader and a scribe with a required amount of notice. In the case of extra time, subject teachers, wherever possible, should ensure students who need extra time are able to do this in the normal learning environment. This will require other students to remain quiet, whilst the student completes the test in exam conditions or the teacher may organise a different, supervised room.

### 18.11 **What Support is given to Students with Exam Access Arrangements from SEN?**

Students with exam access arrangements take part in small group sessions to show them how to effectively use the arrangements. In addition, students with exam access arrangements are encouraged to use them during internal assessments and exams so that they gain practice at using them effectively.

18.12 Students with exam access arrangements are monitored regularly through the use of data from progress reports, trackers and exam results.

## **19. COMPLAINTS**

19.1 At Campsmount, we work hard to communicate effectively with students and parents and to 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 rectified with easily.

19.2 In the event of parents/carers of students with SEND having concerns regarding the provision for their child, they should contact the school and speak to the SENCo.

19.3 If parents/carers concerns are not sufficiently addressed, please contact the academy and make an appointment with the Principal's PA to speak with the Principal.

## **20. STORING AND MANAGING INFORMATION**

20.1 Confidential documents are stored in a lockable filing cabinet in the SENCo's office. Details about how long information, if kept, when it is destroyed, passed on, stored etc. can be found in the school's Information Security Policy.

## APPENDIX A – OTHER KEY MEMBERS OF STAFF

- Designated Teacher with Specific Safeguarding Responsibility: **Mr I Midgley (Vice Principal)**
- Deputy Designated Person with Safeguarding Responsibility: **Mrs J Parkinson (Safeguarding & Student Welfare Manager)**
- Assistant Safeguarding Officer: **Ms S Simpson (Pastoral Manager)**
- Member of Staff responsible for PP funding: **Ms D Hudson (Assistant Principal), Mr A Mankin (Pupil Premium Lead)**
- Members of staff responsible for distribution of medication: **Mrs S Stollery and Mr P Hazelby.**
- Designated First Aiders:
  - **Mrs S Stollery**
  - **Mr P Hazelby**
  - **Mrs J Butterworth**

## APPENDIX B – LINKS WITH OTHER SERVICES

- Educational Psychology Service: 01302 737291 or [psychology@doncaster.gov.uk](mailto:psychology@doncaster.gov.uk)
- The Special Educational Needs Team: 01302 737209 or [sen@doncaster.gov.uk](mailto:sen@doncaster.gov.uk)
- SENDIAS: 01302 736920 or [sendias@doncaster.gov.uk](mailto:sendias@doncaster.gov.uk)
- Attendance & Pupil Welfare Service: 01302 737235 or [apws1@doncaster.gov.uk](mailto:apws1@doncaster.gov.uk)
- Virtual School for Children in Care: 01302 737242 or [CiCEducationService@doncaster.gov.uk](mailto:CiCEducationService@doncaster.gov.uk)
- Children with Disabilities Team: 01302 735885 or [dcr@doncaster.gov.uk](mailto:dcr@doncaster.gov.uk)
- Early Help: 01302 73485 or [earlyhelp@doncaster.gov.uk](mailto:earlyhelp@doncaster.gov.uk)
- Together Information exchange: 01302 735237 or [TIE@doncaster.gov.uk](mailto:TIE@doncaster.gov.uk)
- Short Breaks: 01302 862332 or [BillMcHugh@doncaster.gov.uk](mailto:BillMcHugh@doncaster.gov.uk)
- Education Standards & Effectiveness Officer – SEN/D: 01302 737152 or [esande@doncaster.gov.uk](mailto:esande@doncaster.gov.uk)
- Ethnic Minority & Traveller Achievement Service (EMTAS): 01302 734226 or [emt@doncaster.gov.uk](mailto:emt@doncaster.gov.uk)

Doncaster Local Authority's Local Offer is published at:

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