



## Campion School SEND Information Report 2017 – 2018

### **1. SEND provision at our school:**

Campion School is a mainstream school. We believe in achievement, ambition and progress for all pupils. We aim to meet the needs of individual pupils through highly effective teaching and learning, flexibility in the curriculum, strong pastoral support and a wide range of enrichment activity. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCo, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists, IDS and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

### **2. Professionals who support pupils with SEND at Campion.**

There are a number of experienced professionals working to support your child in this school.

**Subject teachers**- are responsible for ensuring that all pupils have access to good teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation)

**SENCo - The Special Educational Needs Co-ordinator-** is responsible for;

- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and /or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work / programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Co-ordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

**The SENCo ensures that you - as parents or carers - are:**

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how your child is progressing and you are part of the process of planning ahead for your child.
- The SENCo will liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, the Educational Psychology Service, Autism Outreach services or the Integrated disability service.
- The professional development team and SENCo provide specialist support for teachers and support staff at Campion and organise training so that all members of staff feel confident about how to meet the needs of your child and others within the school.

**Teaching Assistants** - work in various ways. Their main priorities are to:

- Work with teachers in the classroom to support learning and assist pupils to access the curriculum.
- Support the implementation of differentiation and specialist support strategies in the classroom.
- Work with the SENCo and class teachers to identify areas of support for students with SEND.
- Delivery of some specific SEND programmes e.g Speech and Language Therapy practise and delivery of timetabled small group intervention programmes to improve literacy and numeracy skills.
- Provide keyworker support for a small number of pupils by monitoring and encouraging good progress and well-being.

**Deputy Headteacher with Responsibility for SEND.**

Responsible for:

- Ensuring that the SENCo role is delivered in accordance to statutory guidance and in line with the school policy.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Ensuring that quality of teaching and additional TA support for SEND pupils is delivered in accordance to statutory guidance and in line with the school policy.

### **SEND Governor**

Responsible for:

- Ensuring that the school has an up-to-date SEND Policy.
- Ensuring that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Ensuring that the necessary support is made for any child who attends the school who has SEND.

### 3. **What are the different types of learning support available for pupils at Champion?**

#### **All pupils:** -

Campion pupils will receive support that is specific to their individual needs. Subject Teachers have very high expectations and ambitions for their pupils. Teachers will assess what your child already knows, can do and understand, and then develop learning by applying a variety of methods of teaching so that your child is fully involved in learning in class. This may involve practical activities to promote learning or providing different resources adapted for your child (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access learning tasks well.

#### **SEN Additional Needs:** -

This category replaces the terms School Action and School Action plus. For pupils who have been identified as having specific gaps in their understanding of a subject or area of learning, additional support is provided. This may be carried out in mainstream classes, in smaller groups to improve core skills or, occasionally for a brief period, on a one to one basis.

#### **KS3:** In class support.

For the small number of pupils, who are identified as having *significant* literacy difficulties at primary transition, we provide a smaller teaching group and additional TA/keyworker support. Support may be provided in the following subject areas; History, Geography, MFL and PSRE. English, Maths & Science are separately setted. Drama, Art, PE, Technology & IT are usually taught in mixed ability groupings and support would depend on individual needs. This

arrangement continues into Yr 8 and TA support continues to be provided for targeted subject areas.

## **Interventions –**

### **Core Skills programme:**

A variety of assessments take place before transition and early in the Autumn term to provide a baseline of skills. During KS3, three classes from Yr 7 and three from Yr 8 are timetabled to access a series of literacy and numeracy workshops. This is now called the Core Skills programme. The aim of the programme is to hone pupils' literacy skills and sharpen numeracy skills so that they are ready for the demands of the KS4 curriculum and subsequent GCSE examinations. To maximise impact, pupils are then subdivided into smaller groups ranging from 6 to 10 pupils depending on the type of workshop. The number of timetabled sessions range from three to seven sessions over the two week timetable.

### **The Workshops.**

- **Reading Workshop:** this approach is used to not only increase reading fluency and decoding skills, but also develop a deeper understanding of both fiction and non-fiction texts through detailed discussion and analysis of character motivation, themes, author techniques etc
- **Writing Workshop:** Children who have experienced some literacy difficulties during the early years, can be reluctant or unable to write sufficiently well enough at KS3. Within the core skills programme we have devised a writing workshop style approach to develop pupils writing skills and promote an appreciation of good writing. Pupils are encouraged to see themselves as 'writers' and are guided through the processes of writing; pre-writing, drafting, revising, editing and finally 'publishing' their finished work. Regular sharing of their writing takes place within the group and 1:1 teacher conference sessions provide individual feedback. Grammar, sentence structure, spelling and punctuation skills are consolidated as pupils write.
- **Literacy & Numeracy workshops:** Teaching approach will vary between; the whole group working together to develop new learning to pupils working individually to consolidate their learning. Pupils also undertake regular mini progress tests to track learning effectiveness.
- **Guided Reading:** also takes place two times a week during morning registration. Pupils are identified as requiring additional reading support through our whole-school data. Pupils work in very small groups of up to four pupils using a variety of fictional and non-fictional reading resources to fully develop their reading abilities.

### **Homework Support Club:**

We recognise that some pupils will benefit from guidance and support on how best to develop their independent study skills and good organisation. A Homework Support club takes place for Yr 7 pupils each evening until 4:30pm. It is staffed by TA's who will guide pupils towards learning good self – study skills. If we feel that your child would benefit from this approach, we will write to you. However, if you feel that your child is struggling to organise homework tasks and you feel

they would benefit from completing homework at school, please contact the school and this can be arranged. The Library is open each evening until 5pm and staff support pupils with homework tasks if required.

### **Outside Agencies:**

For children with specific barriers to learning that are more difficult to overcome through whole class teaching and intervention groups, a referral may be made to outside agencies for advice and to support the school enabling your child to make progress. However, before a referral is made, you will be contacted to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is the way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. ASD Outreach Team, CAMHS or an Educational Psychologist. This will help the school and you understand your child's particular needs better. The specialist professional will work with your child and make recommendations which may include:

- Making changes to the way your child is supported in class e.g. additional support or changes to some aspects of teaching which can support their learning better.
- Support to set targets which will include their specific professional expertise.
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group etc.

**KS4** – Preparation for KS4 transition takes place throughout Yr 8. In order to develop the right pathway for your child, a series of information and consultation meetings which includes parents, takes place and a selection of examination subjects in addition to English, Science and Maths are selected. Consultation meetings take place between parents/carers, pupil and SENCo for all statemented pupils and some pupils with additional needs. Some pupils will continue to access the Core Skills programme in order to further support their learning. Additional TA/ keyworker support for SEND pupils is provided following assessment of need. Pupils can also request additional support periodically for help to complete coursework assignments. A study skills session takes place from Monday to Thursday after school until 4:30pm which is staffed by our KS4 intervention team. Pupils can access support with homework, assignments or revision.

## **4. Monitoring pupil progress.**

How do we measure the progress of your child and keep you informed?

- Your child's progress is continually monitored by the subject teacher. Regular communication between subject teachers and the Access department takes place, both formally and informally. This enables us to assess the methods implemented, including additional adult support, with adjustments where necessary in order to ensure good progress.
- Your child's progress is reviewed formally every term by Subject Teachers. We believe that good reading skills are essential and to monitor and maintain good standards, reading tests and assessments are carried out on a regular basis. Numeracy tests are also carried out to identify those pupils who would benefit from the Core Skills programme. This data is then used to check how well SEND support is helping children in

our school. Termly reports also provide information regarding your child's attendance, classwork, and effort.

- The progress of children with a statement of SEND or EHC plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will monitor your child's progress within any individual or group provisions that they take part in. You may be invited to meet with the SENCo for a termly meeting to discuss progress of your child and to set more specific targets.
- You will also be invited to Parent Consultation evenings calendared throughout the academic year where you can meet with your child's Subject Teachers and the SENCo if you have concerns.

## **5. Differentiation: How will teaching be adapted for my child with SEND?**

- Teachers work hard to ensure work is adapted for pupils, providing appropriate support and challenge. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all pupils and that our learning environment meets all of our pupils' needs.
- Examination access arrangements are designed to ensure access for pupils with certain disabilities and certain learning difficulties to examinations, without giving them an unfair advantage over other pupils who do not qualify for them.

## **6. How do we support the social, mental health and well-being of pupils with SEN and disabilities.**

- All pupils belong to vertical tutor groups, attend the same house assemblies, year group and 'House' activities, and follow a common tutorial programme. We also aim to ensure all children have the chance to be part of lunch time and after school clubs.
- To particularly support pupils who may experience social difficulties during recreational times, the Access Department has a daily lunch club facility staffed by TA's. This year, the following activities have been available; Minecraft (school version), Lego, a general games including pool, Art activities and finally a hobbies and crafts day. There are also other lunch clubs; chess club, film club, the Eco group and various sports clubs which all pupils' can access.
- The school pastoral team arrange a number of group activities throughout the year to support vulnerable pupils and those who would benefit from opportunities to socialise with peers. These groups are run by professionals from various outside agencies.
- We also have a Counsellor in school. Pupils who are experiencing difficult situations at home or who are struggling with mental health issues can be referred for a series of sessions. A mentoring programme is also in place. One of our Lifeskills teachers is a trained Bereavement Counsellor and she can provide Bereavement counselling where needed.

# **1. How will we support your child when they are new to Campion, moving classes or leaving the school?**

## **Primary Transition**

### **All Pupils:**

We aim to make the move from primary to secondary as seamless as possible. As well as the house system we have a team of staff dedicated to ensuring your child will quickly settle at the school. We run a renowned Primary Liaison programme where children from Years 5 and 6 at our feeder primary schools experience taster lessons such as Science and Technology here at Campion, as well as working with visiting teachers in their own primary schools. Our dedicated Primary Partnership Co-ordinator, who works at our feeder primary schools in Dance and Drama, prepares the primary pupils to perform Shakespeare and street-dance here in Campion's school hall. These activities encourage primary-aged children to gain an insight into our friendly and inspiring community.

### **Pupils' with statements or EHC plans:**

If your Yr 6 child has a statement or EHC plan, the LA will inform us during the Autumn term prior to entry that you wish to send your child to Campion and they will send a copy of the statement or EHCp to the SENCo which enables us to consider whether we can meet your child's need. We may contact the SENCo at your child's primary school and the SENCo at Campion may visit your child at primary school. We will then inform the LA whether we feel we can meet need or not. If your child is finally awarded a place at Campion, the SENCo will then attend Annual Review meetings or IEP meetings leading up to transition to further consider your child's needs and what preparations need to be made.

### **SEN Additional Needs:**

During the spring term, following SAT's, two members of the Access Team will make appointments to visit **all** pupils who have been given a place at Campion. Their class teacher will be asked to provide information and Teacher Assessments. This helps us to identify and plan for those children who have additional Special Educational needs. We have found that some children with social & communication and / or literacy difficulties can benefit from additional visits.

If it is felt that your child would benefit from an additional visit to Campion prior to Induction day, you will receive a letter from the SENCo inviting your child to attend a morning pre-induction session where they can meet the SENCo, TA's - who will be supporting them - and some of their peers who are likely to be in their lessons. The pre-induction morning includes a range of activities such as; 'getting to know you' type games, group discussions to help allay fears, a map reading orientation quiz around the school site and finally juice and biscuits.

In addition to the whole school support systems in place for all new Yr 7 pupils, SEND children will be monitored by members of the Access Team during the first few weeks to offer support and guidance.

Early in the new term, we compile pupil profiles for some SEND children to provide information and guidance to teachers. The profiles have a section which includes the child's strengths, the identified SEN additional need, any intervention programmes the child accesses and guidance to the optimum ways they can be helped to learn. The information is sourced through the child's statement, parental contribution and Primary school contribution. Pupil profiles also provide a useful reference for teacher's when pupils move sets or groups.

### **Yr 11 Transition:**

#### **Moving into 6<sup>th</sup> Form:-**

Our sixth form leader consults with the SENCo and asks for up to date information including reports and assessments that outline the needs of the student. Subject teachers will also be consulted A meeting will also be held with the student and parent if requested.

#### **For students moving from Campion into new schools, colleges or universities.**

- We have a Careers Advisor – Michael Wilson - who works full time at Campion. Students can make appointments to discuss their needs and careers choice with him. For those SEND students who have a statement or EHC plan, Michael will meet with students during Yr 10 and attend KS4 Annual Review meetings.
- We also make sure that all records about the student are passed on and where necessary we invite SENCo's from chosen college to parent/student meetings to further inform and plan for the student's enrolment.

## **2. What support do we have for you as a parent of a child with SEND?**

The SENCo is available to meet with you to discuss your child's progress or any concerns / worries you may have.

All information from outside professionals will be shared with you in person or via a written report.

We value good home school liaison so keep us informed about effective strategies that support your child at home.

### **3. How have we made the school physically accessible to children with SEND?**

We work hard to endeavour that equipment used is accessible to all children regardless of their needs. If there is additional need, we will provide alternative equipment or adaptations to our classrooms. Once we are informed of a pupil's physical or sensory impairment, we seek advice and guidance from parents and the Local Authority Specialist Teacher service to make sure that the school site is accessible. Adaptions may include height adjustable sinks and work stations. The school is accessible to children with a physical disability via ramps and a lift. Classrooms and hallways are carpeted to reduce noise. There are two shower and toileting rooms for students who have significant physical or medical conditions to use.

We value highly the benefit of education outside the classroom and believe that all pupils should have the opportunity to participate in these experiences. Prior to any educational visits, a risk assessment is carried out which also considers the needs of pupils with SEND. Where necessary, we meet with parents to discuss any additional support that may be required.



