



SEND Information Report

STATUTORY

Date of Policy:	March 2024
Staff Responsible:	SENDCo
Agreed by Trustee Board:	20 th March 2024
Date of next Review:	March 2025

SEND Information Report

Actions we are taking to implement our SEND policy at Campion School to enable 'Creating Brilliant Futures' for everyone.

1. SEND provision

- We are a mainstream school for young people aged 11 – 18.
- Regardless of age, ability or disability, all students are entitled to a broad and balanced range of subjects across all key stages. This should be provided with the support and opportunities to inspire a love of learning and become lifelong learners. It also helps them be prepared for adulthood.
- We provide support for all types of Special Educational Needs and Disabilities (SEND), and some of our students have Education, Health and Care Plans (EHCPs).
- We support the four broad areas of needs as stated in the Code of Practice (2015):
 1. Communication and interaction.
 2. Cognition and learning.
 3. Social, emotional and mental health difficulties.
 4. Sensory and physical needs.
- Students do not need to have an Education, Health and Care Plan (EHCP) or external diagnosis in order to receive additional support.
- All interventions are offered and implemented according to individual need rather than as a result of diagnosis.
- Young people will be put on the SEND register if they have provision that is **additional** to or **different** from that made generally for other students of the same age.
- Looked After Children who also have SEND will be supported by the Designated Teacher for Looked After Children (Melanie Whitlock) or experienced members of the SEND team and the Virtual School.

2. What is our policy for identifying young people with SEND and assessing their needs, and who is the SENDCO?

- Our SEND policy sets out clearly what our process for assessing needs are.
- We will use all available information and data. This includes transition information from previous educational settings.
- On entry to Campion each student will undertake a series of baseline assessments.

- It is the role of teachers, supported by the SENDCo, to assess the needs of young people in the classroom, and to identify those who may need support to make expected progress because of a learning difficulty or disability. This is usually done through regular ongoing in class assessments and observations, but may involve more specialised assessment from our SENDCo or external professionals if required. Staff are encouraged to use a referral form where they have concerns about a student.
- Staff use internal tracking data and knowledge of young people to identify if any individuals are not making expected progress. Students are monitored and progress is tracked regularly. If progress continues to be limited, even after implementing targeted teaching strategies then this will be raised with the SENDCo. However, limited progress and low attainment does not necessarily mean that the young person has a SEND and should not automatically lead to a student being recorded as having SEND. Further investigation will be needed to establish if they have a SEND.
- Young people with known SEND will continue to be screened, assessed and observed throughout their time at Campion.
- Some students have EHCPs which clearly set out the needs of the young people and the provision they need to be successful.
- Reports from external specialists, including but not limited to, Educational Psychologist, Speech and Language Therapist and Specialist Teachers.
- Campion use two different statuses to categorise students' individual needs. These are EHCP and SEND Support.
- A young person will be put on the SEND register if they have provision that is **additional** to or **different** from that made generally for other students of the same age.
- Once a student's SEND has been identified, the school will employ the **graduated approach** (assess, plan, do and review) to meet the student's needs.
- Evidence of a SEND need will be collected. Campion uses Provision Map and every student who is classed as SEND Support or has an Educational Health Care Plan will have an individual SEND file.
- **The SENDCo is Melanie Whitlock, and can be contacted by phone on 01604 861190 or by email at M.Whitlock@campionschool.org.uk**

3. How do we consult with parents of students with SEND and involve them in their child's education?

- We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We consider the parents' and young person's concerns.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the student's Provision Map.
- We will notify parents when it is decided that a student will receive SEND support.
- Parents get regular reports from the school regarding students' attitudes to learning and predicted grades, target grades, and subject specific targets.
- There are opportunities through the year to meet with form tutor, class teachers and the SENDCo.
- Parents are free to contact the school at any time by phone or email to have a conversation about their child's progress in school. The form tutor is always the first point of contact for parents regarding their child.

4. How do we assess and review young people's progress towards outcomes?

- Class teachers will be regularly assessing student progress as part of their normal practice.
- We complete reports regularly throughout the year for all students, and this information is sent home to parents.
- The data generated by these reports will be scrutinised by leaders after each reporting cycle so that less than expected progress can be highlighted and support put in place.
- We will try to use our normal school assessment processes as much as possible so as not to overburden. There may be times when we need to conduct more specialised assessments in order to obtain standardised scores so that we can see if a young person needs exam access arrangements for example.
- We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review**.
- Teachers will work with the SENDCo to carry out a clear assessment of the student's needs. This will draw on:
 - The student's own views (person centred approach).
 - The views and experience of parents
 - The teacher's assessment and experience of the student.
 - Their previous progress and attainment and behaviour.
 - Other teachers' assessments, where relevant.
 - The individual's development in comparison to their peers and national data.

- Advice from external support services, if relevant.
- A SEND review will take place at least three times per year. We work in partnership and where appropriate co-construct any support aids or decided provision with all key stakeholders.
- Leaders including the SENDCo will work with staff to make all aware of any individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.
- Students are assessed in year 9 or 10 to establish if they require an application to be made for exam access arrangements as part of their normal way of working and to support them in their formal GCSE assessments. Access arrangements are used to remove barriers to learning and success, but must not give a student an unfair advantage over their peers. Examples of access arrangements include: use of a word processor or scribe, human or pen reader, prompt or 25% extra time. The school has to follow statutory JCQ guidance on whether a student meets the stringent criteria.

4.1. How do we support young people moving between phases and preparing for adulthood?

- Information about students with SEND will usually be shared by parents, settings or external agencies prior to students' entry to the school. The school will also share what provision they can offer. This information will be used by the SENDCo to aid decision making regarding appropriate provision for each student. Where there are gaps, the SENDCo will investigate and act as needed.
- We will ensure young people transitioning from the primary phase are invited to transition events. Should a student join mid-year the SENDCo will support them whilst transitioning.
- We will share information with the school, college, or other setting the student is moving to.
- We proactively seek opportunities to work with other educational providers to allow us to successfully prepare students for adulthood.

4.2. What is our approach to teaching young people with SEND?

- Teachers are responsible and accountable for the progress and development of all the young people in their class.
- **High quality teaching is our first step in responding to young people who have SEND.** This will be adapted for individual young people.
- Early identification and continuous assessment processes allow us to provide targeted interventions depending on the individual need.

- Regular opportunity to collect stakeholder voice and use this to confirm the next steps.
- In order to achieve this, teaching and support staff have regular CPD and training on the key needs within our school and best practice on how to achieve this within the classroom.

4.3. What adaptation to the curriculum and learning environment do we provide?

- Adapting our curriculum and teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, groupings and 1:1 work, pedagogical styles, curriculum and lesson content.
- Adapted resources and staffing, including additional adult support in classrooms.
- Using recommended aids and assistive technology, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Providing interventions to support areas of need, for example in reading and mathematics for a time limited period and via evidence based programmes.
- Appropriate Exam Access Arrangements will be implemented in line with the students' needs and JCQ requirements.

5. What is the expertise of staff to support young people with SEND and how do we continue to train them? How do we secure specialist expertise?

- Melanie Whitlock is an Assistant Headteacher responsible for SEND and she is the SENDCo. Melanie has many years' experience in a range of different types of schools and phases of education and in school leadership positions.
- We have a dedicated team of staff who are qualified in many areas of SEND such as ELSA, reading lead, mental health lead.
- Staff are encouraged to continue to train as part of their own performance management, and we regularly undertake in house training on different aspects of SEND practice as well as a whole school CPD programme.
- Many members of staff have undertaken Team Teach training, which is a method of behaviour de-escalation and management.

- The SEND team proactively seek learning and development activities that informs our practice and strengthens the quality of provision that Campion can offer.
- Regular SEND team meetings are held to share best practice and deliver SEND specific training.
- All staff are coached to support them in further developing and improving their practice.
- All staff participate in formal lesson observations and the programme of learning walks which are led by the Senior Leadership Team.

6. How do we know how effective our provision for young people with SEND is?

- Review impact as part of the whole school performance management programme.
- Reviewing students' individual progress towards their expected progress targets.
- Reviewing the impact of interventions.
- Feedback is sought from students, parents/carers, teaching staff and any other people involved. This information is then used to improve our provision.
- Monitoring by the teacher, leaders and the SEND team.
- Using Provision Map to measure progress.
- Holding annual reviews for students with EHCPs.
- Utilizing a wide range of holistic data such as SEND attendance and praise points to show our students are thriving.

7. What do we do to make sure young people with SEND are enabled to engage in activities with other young people in the school who do not have SEND?

- Apply reasonable adjustments to remove barriers for any students with SEND to participate in activities in school.
- We are a fully inclusive, comprehensive school with high expectations for all regardless of need.
- We have a strong focus on learning and outcomes for all to allow all students to achieve their full potential regardless of their need or entry point.
- We encourage all SEND students to take part and they are represented fully in the school community.

- All of our extra-curricular activities and school visits are available to all our SEND students, including clubs, trips and visits. Reasonable adjustments, access arrangements and support may be provided depending on the students' needs. No student is ever excluded from taking part in these activities because of their SEND.
- Campion's offer is monitored, reviewed and adapted on a regular basis to reflect our students' needs.

8. What support do we have in place for improving emotional and social development of our students?

- We carefully consider the provision need and students with SEND are offered targeted emotional and social support as needed. Examples include: specific social skills intervention, coaching, positive praise, support from our mental health lead or extended transition programmes for new students.
- Students with SEND have access where appropriate to the Emotional Literacy Support Assistant (ELSA).
- Other support includes school councillor, Think for the Future programme, Brighter Futures Wellbeing (behaviour specialist focusing on self-esteem, anger management, 1:1 interventions and tuition), access to the school nurse, targeted PSHCE programme and Bridge provision.
- It may be appropriate to seek further support from external agencies such as the Educational Psychology Service.
- Students with SEND are encouraged and supported where necessary to be part of the school council.
- Our anti-bullying policy sets out our approach to bullying.
- Students with SEND are encouraged and supported where necessary to be part of the Anti-bullying Ambassador team to promote teamwork/building friendships etc.

9. How do we involve external agencies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of students with SEND?

- We work closely with the Local Authority to ensure young people with SEND and their families are supported.

- We also work closely with Specialist Support Services and the Educational Inclusion Provider to offer additional support if required.
- We encourage close liaison with agencies such as Hospital and Outreach, Target Autism and local therapeutic provision such as Greenacres and Swallowfields Stud as well as many more to meet young peoples' SEN needs and to support their families.
- It is vital that we work with families, have regular communication and involve them in the decision-making process surrounding their young people.
- We work closely with the United Learning Trust SEND specialist to review our provision and inform our next steps.

10. What arrangements are in place for handling complaints about the SEND provision made at the school?

- Complaints about SEN provision in our school should be made to the SENDCo in the first instance.
- Unresolved complaints will follow the school's complaints policy, details of which can be found on the school website ([Complaints Procedure](#))

10.1. Who do we contact when raising a concern?

- Melanie Whitlock, Assistant Headteacher with responsibility of SEND (SENDCo)
M.Whitlock@campionschool.org.uk

11. How is the school improving accessibility?

- These details are held within our [Accessibility Policy](#)

11.1. Targets and actions the school intends to continue to implement to ensure access for students

All staff have the necessary training to teach and support students with SEND – as outlined in the SEN Code of Practice (2015) and the DfE Teachers' Standards (2012).

- Training takes place on aspects of supporting individuals with SEND.
- The team continue to maintain an inclusion register detailing the individual needs of students.
- Regular training for Learning Assistants and specialists invited to lead CPD as appropriate.

- SENDCo conducts learning walks throughout the school.
- CPD for SEND related topics to be built into the CPD curriculum.

To ensure up to date, user friendly, and secure access to the School's: Inclusion register, Individual Learning Plans (ILPs), Pupil Passports, Child Looked After files and other student-centred information.

- All staff follow strategies for personalised learning, stated in SEND documents (including Individual Learning Plans and Pupil Passports) and personalised maps for CIC/EAL students.
- All staff adapt their lessons to meet the needs of all students at all levels of ability.
- All staff provide appropriate adaptations to their lessons – to include use of coloured paper/overlays/enlarged fonts etc. for visual difficulties.
- All staff have access to assistive technology to support students where appropriate.
- All students with recording difficulties are provided with personal tablets or laptops for use in all lessons.
- Learning Advisors provide appropriate support for individual and groups of students within mainstream lessons. Students who are unable to access mainstream lessons due to a temporary disability or experiencing a barrier to learning are provided with opportunities to continue their studies in the internal Bridge provision in order to reduce any disruption to their education, and aid a speedy return to mainstream.
- EAL students are supported by a specialist colleague on induction to the school where needs are identified and reasonable adjustments made. This may include providing students with a bilingual dictionary and/or a tablet, 1:1 interventions and other personalised approaches to support language.

Adhere to requirements of the Disability Equality Duty.

- Trustees to formally accept the School's Accessibility Policy and Plan.
- To improve communication with parents through the use of Provision Map, parents' evening and open-door policy.

- Transition information evening for students and parents of students with SEND.

To ensure all students access a wide curriculum including a variety of arts subjects and physical education.

- SENDCo to provide intervention programmes for specific groups.
- SENDCo to regularly monitor performance of students with SEND.
- School Leadership Team to support faculties in providing a challenging curriculum for all students.
- A variety of interventions can be deployed to support the progress of students underachieving in the vulnerable groups.

Staff recognise and allow for the additional time required by some students with disabilities. Also, the use of equipment in practical work.

- All staff are trained on the requirements of exam access arrangements in all lessons, informal and formal assessments.
- An up-to-date spreadsheet on Access Arrangements is available to all staff provided by the SENDCo/Exams.

School visits, including overseas visits, are made accessible to all students irrespective of attainment or impairment.

- Campion follows guidance from West Northamptonshire County Council with regards to the accessibility of trips for all.
- Adjustments to be made where possible to allow all students access to educational visits including overseas trips where these can be made within the parameters of the itinerary and company organising.

12. How do we monitor this SEND Information Report and arrangements?

- This policy and information report will be reviewed by the SENDCo (Melanie Whitlock) **annually**. It will also be updated if any changes to the information are made during the year.
- The next review date will be March 2025

- It will be approved by the Trustee board.

13. Other Policy Links?

- Other policies and documents supporting the SEND Information report can be found on the school's website under the 'About Us' tab and select policies or by using this [Policies link](#)
- Examples of supporting policies include; SEND, Safeguarding, Positive Behaviour, Accessibility Plan and Supporting Learners with Medical Conditions in Schools.

14. What is the local authority local offer and how can I ask it?

- The Northants Local Offer provides information for young people with special educational needs (SEND) and their parents/carers. The Local Offer gives details of what services young people and their families can expect from a range of local agencies, including education, health and social care. For further information, please follow the link below.
- If parents require additional support, information or guidance or have any questions about the wider services available for people with SEND in Northamptonshire, please refer to the Local Offer for Northamptonshire by visiting their website at www.northamptonshire.gov.uk/localoffer
- The Local Offer provides information and guidance on what is available for parents/carers and young people in areas such as: special educational provision, health provision, social care provision, other educational provision, leisure and sports opportunities, arrangements for young people to travel to schools and early years education.
- If you are having trouble finding a service, the Local Offer team can be contacted on 0300 126 1000, option 5, or by email LocalOffer@northamptonshire.gov.uk
- For regular and current updates on services and activities available in the local area, please also see the Local Offer Twitter feed [@LONorthants](#)