



SPECIAL EDUCATIONAL NEEDS REPORT 2016/17

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SEN Governor: Clare Harvey

School SEN Offer:

<http://www.cambornescience.co.uk/sites/default/files/SEN%20Information%20Report%20Approved%20June%202016.pdf>

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by monitoring assessment data, observing lessons and acting on feedback from staff/parents
- ✓ Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle
- ✓ Consideration of application for Education, Health and Care Plan
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need

How we identify children/young people that need additional or different provision:

- ✓ Staff raise concerns to SENCO through referral form
- ✓ Ongoing curriculum assessments
- ✓ Tracking assessment data
- ✓ Assessments by specialists, including those from external agencies, as appropriate

We take a holistic approach to all aspects of a child’s development and wellbeing. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-Bullying Policy.



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How we listen to the views of children/young people and their parents:

What	Who	When
Informal Discussions	SEN Team, Pastoral Support Workers, Directors of Key Stage, Tutors, Learning Mentors, Teachers and Teaching Assistants.	As required, ongoing.
Parents' Evenings	Teachers, SEN Team, Pastoral Support Workers and Directors of Key Stage.	Once per year, plus additional year-specific evenings, such as Options Evening, Revision Evenings and Year 7 Parent-Tutor Consultation.
Home-School Link Book	Identified students, as appropriate. Teaching Assistants manage books daily, supervised by SENCO/Deputy SENCO.	Ongoing, as required.
Assess, Plan, Do, Review meetings	SEN Team	Termly
Parental Questionnaire	Vice Principal - Pastoral	At least annually.
Student Voice	Student Voice Co-ordinator	Fortnightly

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENCO, or delegated member of staff, in partnership with the child/young person, their parents and other staff, appropriate. Please see our SEN Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- ✓ Communication and Interaction
- ✓ Cognition and Learning – Details of Provision
- ✓ Social, Emotional and Mental Health – Details of Provision
- ✓ Sensory and/or Physical Needs – Details of Provision

During the 2016/2017 academic year, we had 189 children/young people receiving SEN Support and 29 children/young people with Education, Health and Care Plans or Statements of Educational Need.



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We monitor the quality and impact of this provision by:

Lesson observation
Baseline and comparison data for specific interventions
Assessment data
Parental feedback
Student voice
Drop-ins
Number of Pupil Conduct Records
Attendance data

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ In-class TA support across the curriculum and in tutor time.
- ✓ Subject-specific TA support.
- ✓ Delivery of small group, or 1-1 interventions – phonics, handwriting, numeracy, SALT, EAL, emotional support, supporting physical needs, delivering Breakfast and Homework Clubs.
- ✓ Attendance intervention
- ✓ Supported off site educational visits and extra-curricular activities
- ✓ Acted as scribes/readers as part of Examinations Access Arrangements
- ✓ Responded to behavioural and social/emotional concerns
- ✓ Provided support with complex emotional needs

We monitor the quality and impact of this support by:

- ✓ Lesson drop-ins
- ✓ Student feedback
- ✓ Attainment and progress data
- ✓ Parental feedback
- ✓ TA feedback
- ✓ Student engagement

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was £78,497.

This was allocated in the following ways:

- ✓ Support staff
- ✓ Commissioning external services
- ✓ Teaching and learning resources
- ✓ Staff training



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Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Dyslexia	Judith Trevorrow (TA)	Dyslexia Champion Award
Dyslexia	Joanna Greet (Deputy SENCO)	Inclusive Dyslexia Friendly Schools Award
Dyslexia	Andrew Oates (SENCO)	Inclusive Dyslexia Friendly Schools Award
Hearing Impairment Support	Zenna Rogers (TA)	Supporting HI in the Classroom
Vision Impairment Support	Various teachers and TAs	
First Aid	Nicolas Chesney, Lucy Sage and Danni Collins (TAs)	First Aid at Work
Examinations Access Arrangements	Hayley Wood, Charlotte Dewell, Tracey Burford, Nikki Austin, Josephine Simmons (TAs)	Amanuensis
Autism	Teachers and TAs of student S	Supporting Autism and Anxiety in the Classroom

Whole school training this year has included:

Supporting Literacy Across the Curriculum

Supporting Numeracy Across the Curriculum

Dyslexia Awareness

Groups of Staff have also developed their knowledge of the following areas, through attendance at Learning Hubs:

Supporting Low Levels of Literacy in the Classroom

Supporting Students with Dyslexia

Supporting Students with Visual or Hearing Impairments

Working Effectively with TAs

Acting as a Reader/Scribe in Exams

We monitor the impact of this training by:

Staff evaluation and reflection through Bluesky CPD programme (short and long term).

How we manage transitions:

In 2016/2017 year, 34 children/young people requiring SEN Support came to us from our partner schools, with 3 children/young people with Education, Health and Care Plans or Statements of Special Educational Need.



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All children/young people on our Record of Need in 2016/17 who were eligible to transfer to post-16 education had identified provision ready, at the end of Yr. 11.

The transition from Year 6 to secondary school is supported through:

SENCO meets Year 6 teacher and primary SENCO in Spring Term.

SENCO/Deputy SENCO attends Year 6 (and possibly Year 5) Annual Reviews, if invited.

Members of the Senior Leadership Team and the Director of Key Stage 3 visit feeder primaries at least termly.

Super Saturdays

Year 5 Explorer Days

Additional, bespoke transition visits for students with additional needs

Provision of CSIA resources during Year 6, if appropriate

All students and their parents meet a member of the Senior Leadership Team prior to joining CSIA

Opportunity to meet staff on training days, before students' term commences.

Young people making decisions about their Key Stage 4 subjects are supported by:

Individual interview with member of SLT

Options Evening

Options assembly

KS4 students visit Year 8 tutor groups to offer advice and answer questions

We work with Sixth Form/college staff to ensure that young people are prepared for transition from school to further education or training. We do this by:

Careers Fair in Year 10, which includes post-16 providers

V1th Form taster sessions

Ongoing PSHE programme Years 7-11

Trips to individual universities

Student ambassadors from universities present to CSIA students

Careers Southwest Advisor worked 1-1 with identified students

For children/young people with SEN, we also:

Discuss and plan for post-16 provision at Years 9, 10 and 11 annual reviews for students with an EHCP.



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Careers Southwest attended reviews of Year 9 and 11 students, working intensively with Year 11 students with an EHCP and identified others.

Parents are included in this process through ongoing dialogue with school staff

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan.

Our complaints procedure:

We would hope that no-one feels the need to complain about SEN provision at CSIA. However, if this was the case, anyone wishing to make a complaint should follow our complaints procedure as set out in our Complaints Policy (available on our website).

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mr. Mark Fenlon (Vice Principal).

The Designated Teacher for Children in Care in our school is Mr. Andrew Oates (Assistant Principal).

Our Vulnerable Students Co-ordinator is Mrs. Jill Carter.

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEN Information Report on 6th December 2016.