



## SPECIAL EDUCATIONAL NEEDS REPORT 2020/21

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**SEN Governor:** Naomi Dower

**School SEN Offer:** <https://www.cambornescience.co.uk/wp-content/uploads/sen-school-offer-2020.pdf>

**School SEN Policy:** <https://www.cambornescience.co.uk/wp-content/uploads/sen-policy-july-2020.pdf>

### **Whole School Approach to Teaching and Learning:**

At CSIA, every teacher teaches across the age and ability range. We are committed to ensuring that all teachers can provide the highest quality teaching for all students and believe firmly that it is a 'Quality First Teaching' approach with in-class provision that results in the best outcomes and inclusion for our students. All teachers are responsible for the learning and progress of every child in their class, including those with SEN. This includes:

- ✓ 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
- ✓ High Quality CPD for staff
- ✓ Effective communication between the SEN team and teaching staff regarding specific needs and support
- ✓ Refer to Teaching and Learning Policy
- ✓ Refer to the SEN Policy and School SEN Offer

### **Our Graduated Response for Learners:**

- ✓ A 'person-centred approach is central to our ethos to SEN provision at CSIA
- ✓ 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 student/staff/parents
- ✓ Identification of children/young people requiring SEN Support and initiation of "assess, plan, do, review" cycle
- ✓ Liaising and seeking advice from external agencies and professionals, where appropriate.
- ✓ Consideration of application for Education, Health and Care Plan, where appropriate
- ✓ 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



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

- ✓ Staff raise concerns to SENCO and/or discussion of pupils at Intervention and Impact Year Team meetings with Assistant Principal: Director of Year
- ✓ Ongoing curriculum assessments
- ✓ Monitoring of the 'on alert' systems through the Year teams (including: analysis of progress data, monitoring of Class Charts and pupil shadowing)
- ✓ 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, are set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-Bullying Policy.

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

What	Who	When
Informal Discussions	<ul style="list-style-type: none"> <li>- Subject teachers</li> <li>- Tutor</li> <li>- Pastoral Care Officers</li> <li>- Director of Year</li> <li>- Assistant Principal: Director of Year</li> <li>- Vulnerable Student Co-ordinators</li> <li>- SEN Team (including teaching assistants)</li> <li>- Deputy SENCO</li> <li>- Assistant Principal: SENCO</li> </ul>	As required, ongoing.
Parents' Evenings	Teachers, SEN Team, Pastoral Care Officers, Pastoral Leaders and Directors of Year.	Once per year, plus additional year-specific evenings, such as Options Evening and Revision Evenings.
Home-School Link Book	Identified students, as appropriate. Teaching Assistants manage books daily, supervised by SENCO.	Ongoing, as required.
Assess, Plan, Do, Review meetings	SEN Team Supported by Year Teams, DSLs and Tutors.	Ongoing
Parental Questionnaire	Vice Principal - Pastoral	At least annually.
Student Parliament	Assistant Principals: Directors of Year	Fortnightly



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### **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 - Social skills intervention; Autism Support (inc. Local Authority Team; 'safe 'spaces for unstructured times; close home-school links.
- ✓ Cognition and Learning – Dyslexia Support and Learning Passports; TA Support; Literacy Support Lessons; Handwriting intervention; subject specific intervention; opportunities to utilise technology, as appropriate; access to learning aids, such as a task management board; Numeracy Support and 'catch up'; alternative methods for communicating learning.
- ✓ Social, Emotional and Mental Health – Learning Mentor; Vulnerable Students Co-ordinator; Pastoral Support Worker; Self-Esteem Intervention; Social Skills Intervention; Lunchtime Club; Happiness Journals; Emotional Resilience Intervention; small group or 1:1 interventions with external providers.
- ✓ Sensory and/or Physical Needs – Range of site modifications; use of sensory aids and specialist equipment as advised by relevant professionals; curriculum differentiation that takes account of individual needs and accessibility arrangements; regular input from relevant professionals, as required.

### **Breakdown of SEN at CSIA in 2020/21:**

During the 2020/21 academic year, we had 184 children/young people on the Record of Need:

- 28 children/young people with Education, Health and Care Plans (E)
- 156 children/young people receiving SEN Support (K)

	National Average (DfE School Census January 2021)	CSIA (including VI form)	CSIA (not including VI form)
% of children with SEND	15.9%	10.9%	11.58%
% of children on SEN support	12.2%	9.27%	9.89%
% of children with an EHCP	3.7%	1.66%	1.68%



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By year, the breakdown is as follows:

Year	Number in Year	EHCP	SEN Support
7	335	7	41
8	315	2	39
9	316	7	36
10	268	5	18
11	251	4	13
12	115	1	7
13	82	2	2

In terms of area of need, the breakdown of the Record of Need is as follows:

Type of Need	Number of Students	% of Record of Need
Autistic Spectrum Disorder	21	11.4%
Hearing Impairment	5	2.7%
Moderate Learning Difficulty	51	27.7%
Multi-Sensory Impairment	3	1.6%
Other Difficulty/Disability	11	5.9%
Physical Disability	5	2.7%
Severe Learning Difficulty	2	1%
SEMH	40	21.7%
Specific Learning Difficulty	16	8.6%
Speech Language and Communication	28	15.2%
Visual Impairment	2	1%

### We monitor the quality and impact of SEN provision by:

Lesson observations

Baseline and comparison data for specific interventions

Assessment data

Parental feedback

Student voice (including individual feedback through the graduated response and pupil forums)

Drop-ins

Number of Pupil Conduct Records / Class Charts data

Attendance data

SEN Team feedback

Pupil shadowing

Monitoring the effective practice of the TA team



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### **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, dyslexia friendly revision strategies, 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
- ✓ Support for students with a Specific Learning Difficulty – ASD Champion and Dyslexia Champion

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 **£237,416**.

This was allocated in the following ways:

- ✓ Support staff
- ✓ Commissioning external services
- ✓ Teaching and learning resources
- ✓ Staff training
- ✓ Specific provision for individuals (such as interventions or 'Hub' provision)

### **Continuing Development of Staff Skills:**

#### **Whole school training this year has included:**

RARE teaching

The Graduated Response to SEN provision

Cognitive load and dual coding

SEN Overview

Metacognition and cognitive Science

Supporting Students with Visual Impairment (subject specific and whole school)



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**Groups of Staff have also developed their knowledge of the following areas, through attendance at CSIA Learning Hubs and external webinars:**

Specific strategies to support high incidence SEN at CSIA (including ASD, Dyslexia, ADHD)

EEF approach to remote learning

Metacognitive modelling

Developing working memory and interleaving

Questioning for responsive teaching

Positive relationships for behaviour management

Scaffolding for challenge

How can we help every student improve: high quality mentoring strategies

A deeper look at memory-Specific strategies to aid retention

Vocabulary - Why is it Important

The Impact of Motivation

Revision in a Knowledge Led Curriculum

Supporting students with a Hearing Impairment

Supporting Low Levels of Literacy in the Classroom

Supporting Students with Dyslexia

Acting as a Reader/Scribe in Exams

TA training for supporting students with ASD

The National Literacy Conference

Managing Eating Disorders – delivered by CAMHS

understanding ADHD: SEN Services led training

Phil Beadle: the impact of disadvantage

First Aid

**We monitor the impact of this training by:**

Staff evaluation and reflection.

Evidence of impact in the classroom through drop-ins, pupil shadowing and learning walks.



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### **How we manage transitions:**

In 2020/2021 year, 41 children/young people requiring SEN Support came to us from our partner schools, with 7 children/young people with Education, Health and Care Plans or Statements of Special Educational Need.

All children/young people on our Record of Need in 2020/21 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:**

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

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

Members of the Senior Leadership Team visit feeder primaries at least termly - these meetings and class introductions took place via video call this academic year, in light of the Covid-19 pandemic.

Super Saturdays

Year 5 Explorer Days

Additional, bespoke transition visits for students with additional needs

Provision of CSIA resources during Year 6, if appropriate

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

Year 6 transition days in July (again, dependent on Covid-19 guidelines at the time).

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

PSHE day provision regarding careers

Individual interview with member of SLT

Options Evening

Options assembly

KS4 students visit Year 9 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

Vlth Form taster sessions

Ongoing PSHE programme Years 7-11

Trips to individual universities

Student ambassadors from universities present to CSIA students

Careers Southwest/Careers 4 U Advisor work 1-1 with identified students



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### **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.

1:1 work with external providers for students with an EHCP from Careers South West.

Careers Southwest attended reviews of Year 11 students with an EHCP and identified others.

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

Clear channels of communication with Colleges and Universities, for students on an individual basis.

### **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 Mrs Joanna Greet (Assistant Principal SENCo).

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

The Local Authority's Offer can be found at:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

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 **15<sup>th</sup> July 2021.**