



SPECIAL EDUCATIONAL NEEDS REPORT 2022/23

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SEN Governor: Naomi Dower

School SEN Offer:

School SEN Policy:

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
 - ✓ Referring to Teaching and Learning Policy
 - ✓ Referring to the SEN Policy and School SEN Offer
- Referring to, and acting upon, the individualised SEN information and Quality First Teaching Strategies as stipulated within the Graduated Response: Assess, Plan, Do, Review Learning Passports for students on the Record of Need.

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 meetings with the safeguarding and pastoral Year Teams.
- ✓ Ongoing curriculum assessments.
- ✓ Monitoring of the 'on alert' systems through the Year teams (including: 'On Alert' learning passport reviewed by pastoral year teams, 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"> - Subject teachers - Tutor - Pastoral Care Officers - Director of Year - Assistant Principal - Vulnerable Student Co-ordinators / DSLs - SEN Team (including teaching assistants) - Deputy SENCo - Assistant Principal: SENCo 	As required, ongoing.
Parents' Evenings	Teachers, SEN Team, Pastoral Care Officers, Directors of Year and Assistant Principal KS3 and KS4	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: KS3 and KS4	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; 1:1 SALT interventions; tutor time support interventions in the hub; 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; Spelling Bee Intervention; Phonics; subject specific intervention; Homework Support; Dyslexia Friendly Revision Strategies 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; Hub provision; support from alternative providers ; TA led-tutorial interventions for retention.
- ✔ Social, Emotional and Mental Health – Designated Mental Health Lead; Learning Mentor; Vulnerable Students Co-ordinator; Pastoral Care Officers; Self-Esteem Intervention; Social Skills Intervention; Lunchtime Club; Lemonade Project; Dove Project; SPACE Project; Heads Out Project; Happiness Journals; Emotional Resilience Intervention; Tutorial Interventions; Student Mentors; 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 2022/23:

During the 2022/23 academic year, we had 218 children/young people on the Record of Need:

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

	National Average (DfE School Census January 2022)	CSIA (including VI form)
% of children with SEND	17.3%	12.7%
% of children on SEN support	13.0%	10.8%
% of children with an EHCP	4.3%	1.8%



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By year, the breakdown is as follows:

Year	Number in Year	EHCP	SEN Support
7	360	3	38
8	319	7	32
9	334	8	42
10	306	5	39
11	301	9	38
12	99	0	4
13	113	1	6

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	35	15.08%
Hearing Impairment	4	1.72%
Moderate Learning Difficulty	57	24.6%
Multi-Sensory Impairment	2	0.86%
Other Difficulty/Disability	4	1.72%
Physical Disability	9	3.87%
Severe Learning Difficulty	1	0.43%
SEMH	56	24.13%
Specific Learning Difficulty	28	12.06%
Speech Language and Communication	34	14.65%
Visual Impairment	2	0.86%

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

Lesson observations

Baseline and comparison data for specific interventions

Assessment data and rank order analysis

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

Round Robin Teacher Feedback

Graduated Response: Assess, Plan, Do, Review Meetings



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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 £540,338,62

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 model

Modelling to support students

Building rapport to support behaviour for learning

Addressing disadvantage



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The Graduated Response to SEN provision

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

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

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.

How we manage transitions:

In the 2022/23 year, 38 children/young people requiring SEN Support came to us from our partner schools, and 3 children/young people had Education, Health and Care Plans.

All children/young people on our Record of Need in 2022/23 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 – some of these meetings and class introductions took place via video call this academic year

Super Saturdays

Year 5 Explorer Days

Additional, bespoke transition visits for students with additional needs

Peer Mentoring initiative launches in the summer term prior to Year 7 joining to support transition

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

An online portal for students, their parents and/or carers

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





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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

VI 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

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.

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 3 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).



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The Designated Teacher for Children in Care in our school is Miss Emily Quinn (SENCo)

The Designated Teacher for Mental Health is Mrs Fiona Rowles-Jane

Our Vulnerable Students Co-ordinator is Mrs. Jill Carter and Ms Bev Jefferson.

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: 1 July 2022.

