

Chamberlayne College for the Arts

Tickleford Drive, Weston, Southampton, SO19 9QP



**School SEN Information
Report
September 2016**

Tel: 023 8044 7820 Web: www.chamberlayne.org

School Ethos Statement

At Chamberlayne College for the Arts we believe that:

All children are valued and included regardless of abilities, needs and behaviours.

All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.

All our teachers are teachers of children with special educational needs.

All our children can learn and make progress.

Effective assessment and provision for children with SEND will be secured in partnership with parent / carers, children, LA and other partners.

Maintaining children's safety and wellbeing is central to their development.

Headteacher: Ewan Scott

Senco and Designated Teacher for Looked After Children: Helen Smith

1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Chamberlayne College for the Arts is committed to early identification of special educational needs. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child's tutor, or contact the SENCo or Head of Year.

Students with SEN are usually identified in the Year 5 – 7 Transition process. All students are assessed using standardised reading and spelling tests before entry. In 2016-17 Year 7 and Year 9 students will sit Cognitive Abilities Tests (CATs). Any mid-year transfers are tested on the day of arrival. Updates are made annually or more frequently if indicated.

The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/carers.

2. How will early years setting / school / college staff support my child/young person?

Your child's class teachers and the SENCo will oversee and plan your child's education programme. Depending on the intervention required, your child may be working at times in a small group aimed at supporting literacy and/or mathematics.

Sometimes a student requires support to access the curriculum or to manage his or her behaviour, emotions, or to work on their social skills. In this case qualified Learning Support Assistants may support your child to be a successful member of the school community. This will all be explained to you by a member of staff from the SEND and Inclusion Team.

3. How will the curriculum be matched to my child's/young person's needs?

All our teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress.

Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Teaching Assistants where practicable. Intervention can take place, before, during or after the school day.

Literacy intervention is available through timetabled lessons and activities and is a priority of the school designed to promote independent learning and curriculum access.

There are electronic notepads available in school to enhance the learning process and to assist identified students with handwriting and recording difficulties.

There is a range of equipment available within school for students with visual difficulties. School will consult staff from a variety of external agencies to advise and support across the range of SEND.

The school works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

We have an open door policy at Chamberlayne College for the Arts. There are regular parent evenings and you can ask for an appointment to speak with your child's class teacher, tutor or the SENCo at a mutually convenient time.

From September 2016 the SENCo will be available to discuss individual students with parents/carers on Tuesday afternoons and Wednesday mornings at an SEND Surgery. To ensure availability, privacy and confidentiality, appointments should be arranged through the school's reception team.

Progress data is shared with parents three times each year, in written format as well as face to face at Parents' Evenings. Learning targets set are reviewed twice a year. We will always ask to see you if we have concerns about your child's progress.

The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets. Progress of other students with SEN support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.

All students with Statements of Educational Needs; and those with Education, Health Care Plan's; are reviewed on an annual basis in accordance with the statutory guidance in the SEN Code of Practice.

Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance and meetings held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and school. Students are always encouraged to participate in their meeting.

5. What support will there be for my child's/young person's overall well being?

The school policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN students.

At Chamberlayne College for the Arts we run three Nurture schemes through Victory, Endeavour and our ELSA team. Victory provides a safe haven and supervised support for children at breaks and lunch times. Victory is available to socially or emotionally vulnerable students and actively promotes social integration and friendship support under the supervision of adults. Teachers, support staff and other adults will signpost vulnerable young people to Victory for support. Endeavour, co-ordinated by the Behaviour Manager, provides small groups and one-to-one support programmes for students, identified by the SENCo, Heads of Year and the Inclusion Team, to address anxiety and provide emotional and behavioural support. One-to-one support from our ELSA (Emotional Literacy Support Assistant) team is available if required.

Medication is routinely administered by trained first aiders. All medication is kept under lock and key in a central place in the Student Centre. For the safety of all the community, students are not allowed to carry medicines in school. The locked cupboard is clearly labelled and only designated staff have access to the key. Medications in the cupboard are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. Instructions for administration are kept with the medication/Medical Care Plan. All medication is checked regularly for expiry dates and parents contacted to replace if necessary. Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.

Staff are updated via the Intranet by the Medical Officer about students with medical needs. Additional training for staff or first aiders is arranged as required. In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider who will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Headteacher is contacted immediately. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.

6. What specialist services and expertise are available at or accessed by the setting / school / college?

The school can refer children to the school nurse and No Limits who both run drop in sessions; CAMHS; the Educational Psychology Service; the Educational Welfare Officer; a Tier 2 social worker; SVS Young Carers Project, Speech and Language Services and Weston Church Youth Project. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.

There is regular monitoring of attendance, progress, behaviour and engagement, ensuring the quality of the provision and safeguarding of the students effectively. The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request.

7. What training are the staff supporting children and young people with SEND had or are having

All teaching and non-teaching members of staff are given relevant safeguarding training throughout the school year.

Our SENCo is a qualified teacher, with a Masters Level National Accredited SENCo qualification. Within the SEND team, the support staff have a range of specialist skills. These include expertise in Autism (ASD), Visual Impairment (VI), Hearing Impairment (HI), Specific Learning Difficulties (SpLD) and Speech and Language. All teaching and support staff receive regular training and updates for the main categories of special educational needs. During the academic year teaching staff receive training through the School Improvement sessions.

Updates are made available to staff by the SENCo, via staff briefings, the intranet or face to face meetings. Much training and staff development is given in house. Training is available to support the staff as required.

Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions. All staff are updated via the Intranet by the Medical Officer about students with medical needs. Additional training for staff or first aiders is arranged as required.

8. How will my child/young person be included in activities outside the classroom including school trips?

We make every effort to include all pupils in school trips. If an individual risk assessment is required, we will write this in order to ensure that everyone is fully included. We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, activities week and sports day. Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship. Where places are oversubscribed, parents will be informed as to how places will be allocated.

There is a range of extra-curricular activities available to all students, some charges are applicable e.g. transport costs. The activities include STEM, sport, music and drama. Parents are required to pay for individual music tuition.

The school makes Victory available to socially or emotionally vulnerable students and actively promotes social integration and friendship support under the supervision of adults. Teachers, support staff and other adults will signpost vulnerable young people to Victory for support.

9. How accessible is the setting / school / college environment?

Chamberlayne College is a smaller than average secondary school. The buildings are spread over three floors and five buildings. There is one disabled lift available in the English and Mathematics block. Corridors are narrow. Without careful planning there is the potential for congestion at lesson changeover in some areas. There is a designated access parking space near the front and rear entrances.

An audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and have curtains and wall displays. The dining rooms, main hall and gym areas are poor acoustically.

There are five students' toilets with disabled access and two staff toilets with disabled access. The medical room has hand washing facilities, a medical bed and a lockable storage area. There is no showering facility in the medical room.

The school has a satellite centre (Acorn Centre) to support the most vulnerable to improve self-reliance and confidence.

The sheltered reception area at front of school is a safe place for students to be dropped off or picked up by a responsible adult. Children are

released to adult's subject to safeguarding procedures having been carried out.

School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN students. The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request.

10. How will the setting /school / college prepare and support my child/ young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

The Transition Co-ordinator and the SENCo liaise with Year 6 teaching staff, support staff and SENCos from feeder schools. In some cases, it may be necessary for a school representative to meet the child in their home environment prior to entry. Extra transition is arranged as necessary in addition to the City's transition days. These can be highly personalised arranged for individual children and/or small groups attending as the year 6 Nurture group. There are regular visits between the feeder primary schools throughout the year which provides children with opportunities to meet teaching staff from Chamberlayne College for the Arts.

Preliminary assessment is made by either the Transition Co-ordinator or the SENCo after the primary school visits before the student starts at the school. All students are assessed using standardised reading and spelling tests before entry. In 2016-17 Year 7 and Year 9 students will sit Cognitive Abilities Tests (CATs). Any mid-year transfers are tested on the day of arrival. Updates are made annually or more frequently if indicated. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/carers.

The school works with feeder primary schools from Year 5 thought to arrival in Year 7. At the transition meeting for newcomers to the school, key staff members are introduced to parents and students. The Transition Co-ordinator visits all feeder schools during transition. Details about the school and how to contact us are left in the lobby of the feeder schools.

The school uses students, both past and present, to visit feeder primary schools in the Summer Term, to give talks and presentations to Year 6.

We have an open door policy. Every day is an Open Day and parents and students will be escorted on a tour around the working school within strict safeguarding limitations. Parents can come without an appointment to school at any time (within safeguarding constraints).

Feedback is actively pursued by school planners, questionnaires, school planners and home /school telephone calls.

The school holds an Open Evening each year in October and parents are encouraged to attend. Follow up meetings are offered on a one-to-one basis with the SENCo, at the SEND Surgery, following the Open Evening.

Transition to further education is coordinated between the Head of Year 11, the SENCo of Chamberlayne College of the Arts and the SENCo and support staff of local Colleges. The pastoral lead and the school's careers advisor will also be involved in the move to college. Taster days and activities at a number of colleges feature regularly in the school calendar and are available to all years, but most particularly for Years 10 and 11.

All students, including those with SEND, are offered careers education advice information and guidance from a named specialist. Local colleges attend Parents' Evenings from Year 9 onwards. This is open to any student and their parent/carer. Colleges attend and give presentations. A Careers Fair is organised for year 10 which includes local employers, colleges and training providers. Follow up drop-in visits are made by colleges to support potential students in completing applications. The school also offers this support to students.

If your child has an Education, Health & Care Plan or a Statement of Special Educational Needs, then your child's SEND needs will be discussed with a local authority SEND Personal Advisor. The Advisor will liaise between the school and the college SENCos.

The SEN Personal Assistant (EAST) engages with SEND students prior to Transition Reviews in Year 9 and stay in contact through to leaving in Year 11. Students and parents can request an interview at any point. The SENCo works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.

Taster Days are offered and usually taken up by students in the Summer Term of Year 10 and Year 11. Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.

The school participates in Junior University. School departments engage with universities and colleges for subject specialist information. All students in Year 10 are given the opportunity to undertake a period of Work Experience. Young people are encouraged to participate in uniformed service organisations e.g. police cadets, sea cadets and the Military Preparation College.

11. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

The local authority provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an Education, Health & Care Plan or a Statement of SEN, we will ensure that the provision specified in Part 3 is provided.

12. How is the decision made about what type and how much support my child/young person will receive?

There are weekly meetings attended by all the pastoral heads, the Inclusion Coordinator and SENCo so that a personalised programme of intervention and support can be arranged. If there is a need for some extra support this will be agreed by everyone that needs to help your child. The members of the SEND and Inclusion Teams meet weekly to discuss progress for the children they support.

13. How are parents involved in the setting / school / college? How can I be involved?

We have an open door policy. Every day is an Open Day and parents and students will be escorted on a tour around the working school within strict safeguarding limitations. Parents can come without an appointment to school at any time (within safeguarding constraints).

Progress data is shared with parents three times each year, in written format as well as face to face at Parents' Evenings. Additional contact is expected and routinely made if there is an area of concern or celebration. Feedback is actively pursued by school planners, questionnaires and home /school telephone calls.

Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance and meetings held at mutually agreed times. Summary advice is sent to the Local Authority, the parent/carer and school if required. Students are always encouraged to participate in their meeting.

There is parent representation within the school's Governing body. This representation covers the entire, broad demographic of our school community.

14. Who can I contact for further information?

The school website provides the school telephone number for general enquiries and the email address which is: info@chamberlayne.org

The Headteacher, SENCo, Pastoral leads, Progress Managers, and tutors are available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.