

King Edward VI Camp Hill School for Girls

SEN Information Report (School Offer)

1. Policy Statement

King Edward VI Camp Hill School for Girls believes that all children with special educational needs must have their needs addressed and that they should have the greatest possible access to a broad and balanced education. It is felt that most children with special educational needs, including those with Education and Health Care Plans, should be educated in mainstream schools alongside their peers. King Edward VI Camp Hill School for Girls believes that it is important to consider the views of children and that their opinions will be taken into account. Furthermore King Edward VI Camp Hill School for Girls understands the vital role that parents have in supporting their children's education and actively seeks to foster good home-school liaison.

2. Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met by:

- replacing statements with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

3. What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as "a local offer of all services available to support disabled children and children with special educational needs and their families. This easy to understand information will set out what is normally available in schools to help children with lower level special educational needs as well as the options available to support families who need additional help to care for their child." As part of the government's SEND reforms, schools are required to publish additional information about the ways in which they support students with Special Educational Needs and Disabilities. We will also provide a link to the Local Authority's Local Offer when it becomes available.

4. How does King Edward VI Camp Hill School for Girls know if children need extra help?

Parents, teachers and outside agencies can identify a student with special educational needs. It is important to get a complete picture of the student and prioritise her needs. These difficulties may be general, specific, emotional, physical, visual, speech and language or medical. Student underperformance is monitored when overall attainments or attainments in specific subjects fall significantly outside the expected levels for the majority of their peers. Subject teachers should set appropriate targets and implement strategies for improvement.

5. What should I do if I think my child has special educational needs?

If you have concerns, feel free to contact the Form Tutor or Dr Rajp (Inclusion Coordinator) or Ms Dent (Deputy Head).

6. How will King Edward VI Camp Hill School for Girls support my child?

SEN Provision
<ul style="list-style-type: none"> • Communication and interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. • Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. • Social, emotional and mental health difficulties: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. • Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability (e.g. vision impairment, hearing impairment) which prevents the use of the educational facilities generally provided.
Interventions
<ul style="list-style-type: none"> • IEP targets to support learning. • Detailed tracking of pupil progress, attainment and attendance. • Individual target-setting for all pupils – three times per year through Tutorial Programme. • Regular updates of SEN record to reflect additional learning needs. • Whole school focus on teaching and learning including specific SEN strategies shared with staff.
Access to a Supportive Learning Environment
<ul style="list-style-type: none"> • Use of ICT equipment when appropriate to support learning. • Provision of after-school Homework clubs in the school library. • Pupil voice across all departments. • Access to Learning Mentor providing study skills support. • Student Enablers within school to provide assistance where appropriate where funding has been secured from an Education and Health Care Plan (EHCP).
Strategies to Support Emotional Well-Being and Social Skills.
<ul style="list-style-type: none"> • Counsellor and Mentor available for mentoring/counselling. • Additional Pastoral support (Form tutors, Heads of Year, Deputy Head – Care Support and Guidance) • VI form prefects and Peer Mentoring scheme • PSHE programme delivered to all year groups. • Anti-Bullying Policy (parental request from school).

Strategies to Support and Modify Behaviour.
<ul style="list-style-type: none"> • Behavioural policy applied by all staff members. • Strong pastoral support system – including Heads of Year as well as Deputy Head to provide pastoral support and monitoring of progress. • Communication with parents. • Strong links with external agencies providing support for emotional and behavioural needs.
Supporting Pupils with medical needs
<ul style="list-style-type: none"> • Supporting pupils at school with medical conditions - Publications - GOV.UK
Supporting Looked after Children and Young People with SEN
<p>The Deputy Head (Care Support and Guidance) will:</p> <ul style="list-style-type: none"> • Ensure that confidentiality is maintained and that the student is provided with a discreet and confidential individual support package within the school setting. • Attend multi-disciplinary meetings to ensure relevant plans are adhered to. • Liaise with other professionals. • Be available during the school day to provide support for the student if required.
Links with External Agencies providing Specialist Support.
<ul style="list-style-type: none"> • Strong links with external agencies. The agencies used by the school include: • CAT (Communication and Autism Team). • Educational Psychologist. • VI (Visual Impairment Team). • BSS (Behavioural Support Service). • CAMHS (Child and Adolescent Mental Health Service). • Social Services. • Looked after Child Education Services (LACES). • A2E Pupil and School Support (Cognition and Learning)
Matching the Curriculum to Student Needs.
<ul style="list-style-type: none"> • Through outstanding teaching, staff will differentiate their practice and their resources in order to meet the academic, social and emotional needs of our students. • Using a range of information and progress data, the staff are able to clearly identify those who have additional educational needs. • All teaching staff are provided with SEN student specific targets and associated strategies which have been established by the Inclusion Coordinator, the student and the parents/carers. • The school liaise regularly with examination boards to implement appropriate access arrangements. • When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. • Student Enablers may be allocated to work with the pupil in a one to one to target more specific needs if this is part of their EHCP. • If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets and associated strategies will be set according to their area of need. These will be monitored and reviewed by the Inclusion Coordinator.

Transition
<ul style="list-style-type: none"> • Many strategies are in place to enable the student’s transition to be as smooth as possible: • Discussions between the previous or receiving schools prior to the pupil joining/leaving. • Staff visit pupils prior to them joining their new school. • Inclusion Coordinator liaise with other SEN coordinators from primary schools and colleges to pass on information regarding SEN pupils. • The school works with feeder primary schools, the wider primary school catchment for arrival in Year 7 for identified pupils with identified learning needs. • Students have the opportunity to attend transition open evenings for Year 7, Year 9 and Sixth form entry. • For post 16 students- all receive support with the UCAS application process. • All students in Year 11 are offered a careers interview.
School Resources Allocation and Matching to Student Need
<ul style="list-style-type: none"> • The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual’s needs. • The additional provision may be allocated after discussion with the class teacher, the Inclusion Coordinator and Deputy Head (Care Support and Guidance), if a concern has been raised by them at another time during the year. • The decision as to how much support a student will receive is made in consultation with the Inclusion Coordinator and Senior Leadership Team. This may also involve SENAR. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. • During their school life, if further concerns are identified due to the pupil’s lack of progress or well-being then other interventions will be arranged.
Communication with Parents/Carers
<ul style="list-style-type: none"> • Regular communication with parents, which includes: • Parents to be sent three ‘Working at Grade’ progress reports throughout the academic year. These reports show the grades that your daughter is working towards and their current progress. • Parents to receive a full report with extensive comments from subject teachers detailing their progress, effort, attitude and classwork/homework performance. • Additional contact is made if there are any areas of concern or reasons to celebrate. • Parents also have the opportunity to attend a meeting (Autumn Term) with the Inclusion Coordinator and your daughter to formalise SEN specific targets and associated strategies as well as attend a review meeting at an agreed date to discuss review progress and discuss next steps. • Shared communication between student, parents and teachers using Student Planner. • Data on the reports will be used to measure the impact of any intervention/support your daughter is currently receiving. • There are regular opportunities to engage with the Inclusion Coordinator to review progress and set new targets if there are new barriers to progress or if your daughter is not making expected progress. • Parents will have the opportunity to discuss progress with teachers at Parents’ Evening, telephone or email to individual teachers.

Training for Staff.
<ul style="list-style-type: none"> • Planning for the progress and support of SEN students is a focus of new staff induction. • The Deputy Head (Care Support and Guidance) and Inclusion Coordinator will also deliver (in partnership with external agencies) whole school training whenever this is necessary to support a child with special educational needs. • Support, provision and outcomes for all students including those with special educational needs is a focus for all staff as part of lesson observations and work scrutiny. • Ongoing support with reference to new SEN reforms.
Management
<ul style="list-style-type: none"> • The school has a designated Deputy Head Teacher, Ms A. Dent with management responsibility for special needs. The school has a Inclusion (Special Needs) Co-ordinator; he is responsible for: <ul style="list-style-type: none"> • The day to day implementation of the school’s SEN policy • Co-ordinating provision for pupils with special needs • Maintaining a SEN record and overseeing the records of identified pupils • Liaising with and advising staff, contributing to the in-service training of staff • Liaising with and advising parents/guardians including the reviews of registered pupils • Liaising with and advising external agencies, liaising with the school’s Learning Mentor.
Evaluation of effectiveness
<ul style="list-style-type: none"> • Annual Pupil voice (SEN) and Parent Views questionnaire of school provision. • SEN Provision Management Framework undertaken to identify areas for development and celebrate successes. • Regular review meetings with parents, pupils and Heads of Year to assess effectiveness and determine evidence of impact.
Complaints
<ul style="list-style-type: none"> • Should there be any occasion(s) when parent/guardians feel the need to express concern for any reason the procedure is as follows: <ul style="list-style-type: none"> · In the first instance please contact the Inclusion Co-ordinator (SEN) to discuss concerns. He will do his best to resolve any difficulties that may arise. · If it is not possible to resolve concerns at this level then please put your concerns in writing to Mrs. L. Johnson, Head Teacher with a copy to the link Governor Mr. Kinkhabwala. This can be addressed to the School. · If there is failure to reach a solution at this level, parent/guardians may wish to voice their concerns, in writing to the Chair of Governors via the School. • In the unlikely event of difficulties not being resolved at this point, then the King Edward’s Foundation/ LA can be contacted.