

Campsmount Academy

Brief description of the school

Our school is a mixed Academy of around 750 students age 11-19. We are situated in Norton, an attractive village in Doncaster, South Yorkshire. We also border North Yorkshire.

We pride ourselves on our caring ethos and high aspirations which all students are encouraged to fulfil their individual potential. Our aim is to work with parents and others in the community to provide the best for all our students in their future.

Our school is state of the art, having been rebuilt in 2009 due to a fire which destroyed the original school building. We now have a twenty-first century building for generations to come!

Designed with flexible learning in mind our school has breakout and break-through teaching spaces and flexible classrooms. Our main school building also includes a large atrium and a dance hall with state-of-the-art springboard flooring. We also have access roads and multi-use sports pitches which the community can also enjoy.

The Academy aims to meet the needs of all students in a warm, nurturing and inclusive environment. We work hard to ensure that all groups of learners make good to outstanding progress across all Key Stages (3, 4 and 5) and access quality first teaching and learning in every classroom.

The Academy works hard to ensure that all students at Campsmount, including those with Special Educational Needs and Disabilities and Looked After Children are valued and treated with respect.

The Academy will use its best endeavours to ensure provision for all students is appropriate, personalised in order to raise achievement and close the educational gap between students with SEND and their non-SEND peers.

'Our vision is to maximise the life-chances of every young person who attends Campsmount by developing effective 21st Century learners.'

How we identify if your child may need additional help and/or has special educational needs (SEN)

Identification of students with Special Educational Needs and Disabilities begins through our Transition Programme in Year 6. Staff in Year 6 identify students with an Education Health Care Plan, Statement of Special Educational Needs, an SEN Support Plan and those receiving additional support which is different from and additional to that provided by the class teacher.

Our SEN Teacher will assess these students prior to their arrival at Campsmount including reading, spelling, handwriting and phonic skills. The results of these tests will identify individual areas for targeted support, so that tailored provision can be in place for the start of Year 7.

Information about all students including SEND, is shared with all staff in the Academy.

This includes:

- Reading Age
- Spelling Age
- KS2 Results

- Medical Conditions
- Students with ASD, VI, HI, SEMH, PD

The SENCo attends Annual Reviews and Progress Meetings in Years 5 and 6. The Year 7 Progress Leader attends LAC and TAC Meetings in Years 5 and 6.

Teaching, support staff and parents and carers can refer students if there is concern to the SENCo at any time. The SEN Team, SENCo, SEN Teacher and support staff will then explore further concerns expressed by colleagues and families. If appropriate the SENCo will contact external agencies such as the Educational Psychologist, Occupational Therapist, Physiotherapist, and Sensory Team as part of a broader, multi-sensory approach.

How we involve parents and carers in meeting the needs of their child and in whole school developments

There is regular contact with parents/carers of children with SEND. Parents/carers may also contact their child's Form Tutor or Progress Leader who will then pass on any concern to the SENCo. Partnership with parents/carers is regarded as essential for good progress to be made with regards to any programme that is implemented. Parents/carers are asked to actively support programmes and provide feedback to the SENCo. Parents/carers are welcome to contact the SENCo at any time regarding any concerns about student progress. The recommended ways are by letter or telephone. The SENCo will endeavour to respond within 24 hours. Partnership with parents/carers is regarded as essential for progress to be made with regards to any support that is implemented. This happens in many different ways, including:

- Meetings to agree transition arrangements and support (Yr6 into Yr7, KS3 into KS4, KS4 into Post-16).
- Termly meetings to discuss progress with the SENCo, SEN Teacher or other appropriate staff (Form Tutor/Progress Leader).
- Responding to parental requests using a variety of methods including telephone calls, e-mails or face-to-face meetings.
- Parents Evenings when both the SENCo and other appropriate staff as well as mainstream teachers are available.
- Statutory meetings and reviews.
- Attendance at a professionals or multi-disciplinary meeting.
- Through parent and stakeholders surveys and events.

Campsmount aims to ensure that all students, regardless of ability, have complete access to a wide range of suitably challenging educational opportunities to make progress in every aspect of their development enabling them to achieve their full potential. Despite our best efforts, some students will experience significantly greater difficulty than others and these students will need special consideration and provision. In making such provision our academy objectives are:

- To identify and assess students with Special Educational Needs as early as possible and to monitor progress.
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist in assessing and providing for their children.

- To take into account the views of the student concerned in order to provide for them as effectively as possible.
- To closely monitor and review progress towards targets set termly by the SEN Teacher.
- To use age appropriate conversations about targets and progress.
- To have a Link LSA to support a student if required.
- To participate in Statutory and Annual Reviews for Statements of Special Educational Needs or Education Health Care Plans.
- To work with outside professionals.
- To have supportive conversations with appropriate members of staff.
- The SENCo has an open door policy for students, parents and carers.

How we will involve your child in the planning and review of their support

Campsmount students are encouraged to participate fully in the life of academy. They are encouraged to represent their form on the Student Council. Campsmount Academy has an active Student Voice who meet regularly. They are consulted and involved in many decisions regarding the planning direction of the Academy. The Academy has an active peer mentoring system in KS3, enabling older students to support and listen to younger students. Students and parents are encouraged to complete a questionnaire about the Academy, their learning and well-being before Annual Review meetings and after an Annual Open Evening.

How we match the curriculum, teaching and learning approaches if your child has SEN

All teachers at Campsmount Academy are teachers of students with Special Educational Needs. The Academy has a Development Plan, which includes identified training needs for all staff, to improve the teaching and learning of students with SEND.

This may include whole staff training on SEND issues or support identified groups of learners, such as ASD, dyslexia, Visually Impaired and Hearing Impaired.

The Academy is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of all students. Campsmount aims to ensure that:

- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.
- Members of staff understand that they are all teachers of students with Special Educational needs.
- All students, regardless of their ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- Every student at the Academy is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can.

How we provide additional support if your child has learning needs

At Campsmount we have a range of students with SEND. We provide support across all areas of the curriculum to support learning, physical, sensory, social,

emotional and mental health and speech language and communication needs. We provide adaptations in Science and Technology. This includes:

- One-to-one intervention for reading, writing, spelling, phonics and numeracy with our SEN Teacher.
- Small group support for literacy and numeracy.
- Small group support for phonics.
- Corrective reading groups in KS3.
- Social and life skills programme.
- SuccessMaker® programmes for literacy and numeracy.
- Homework support.
- Literacy support for Pupil Premium students and LAC.
- Exam access arrangements for internal exams in KS3/4/5 and external exams in KS3, 4 and 5 (which includes extra time, prompters, use of a scribe if appropriate, adapted papers for VI, quiet rooms and scanning pens.
- Access to specialist teams including VI, HI, EPS, ASCETS, EMTAS, occupational therapy and physiotherapy.
- Specialist equipment such as coloured overlays, eye-level rulers, scanning pens, visualisers, high/low tables, adapted benches and equipment in Science and Technology, a hoist and bed and a specialist toilet.
- Support from the Learning Mentor Team.
- Support from Pastoral Team for existing medical conditions such as diabetes, epilepsy, medication distributed.
- Support from the Academy's Attendance Officer and education Welfare Officer (EWO).

How we provide additional support if your child has social and communication needs

Campsmount has a dedicated room called Buddy Club, which is organised by members of the support staff. It is a 'safe place' for students in KS3 and KS4 with social and communication needs. Students can go at breaks and lunchtimes if desired. Staff help develop social and life skills, self-esteem, self-confidence and peer relationships on a one-to-one or with a small group. We have a Link LSA for students with ASD who delivers a social and life skills programme in KS3. This is on an individual and small group basis. The aim is to meet the needs of the student(s).

How we provide additional support if your child has physical, sensory and/or medical needs

At Campsmount we have Link LSAs to support and work closely with students who have physical, sensory or medical needs. The SENCo works closely with specialist teams in the Local Authority to offer additional support and strategies to students to ensure access to all areas of the curriculum. We offer moving and handling support for students with physical disabilities, programmes of support for fine motor skills (from occupational therapist) and physiotherapy exercises to support balance and muscle development.

How we provide help to support your child's emotional health and well being

All students are supported by their form tutor and Year 7 Progress Leader . There is a robust system of support strategies in place. Support is also offered at break and lunchtimes. Other interventions include:

- Regular contact with home: School/home book, telephone contact, letters home and meetings in school monitoring progress/behaviour and attitude to learning.
- Student Advisor: Individual/small group support.
- Emotional literacy support.
- Behaviour Plans.
- Pastoral Support Plans.
- Personal Education Plans for Looked After Children
- Support from outside agencies.
- Team Around the Child meetings.
- Behaviour modification.
- How we promote

How we promote developing independence

Students are encouraged to be as independent as possible in lessons and to make the right choices about their individual progress. They are supported by the SEN team and encouraged to do this as much as possible and take ownership of their learning. The SEN department supports SEND students with social and life skills, homework, friendships and independent travel. In the Academy, through our PHSE programme, students have support with in-line social media, finance planning, budgeting, sex education and independent travel. This can be done on a small group basis.

How we measure and review your child's progress against their targets and longer term outcomes

Academic progress at KS3 is reviewed each term and at KS4 every half-term and Attitude to Learning grades for all students is reviewed every half-term. Students are set challenging targets to achieve across the curriculum.

Students with an EHC Plan or Statement of Special Educational Needs must be reviewed at least annually or up to three times per year.

Progress towards targets set at a previous review are discussed with the student, family, the Local Authority and members of the SEN Department so that individual provision and support can be reviewed and adjusted if necessary. The SEN Department also has an Open day each term to review the progress of students on the SEN Register, This is done with the SENCo and/or SEN Teacher.

Students on the SEN register have an SEN Support Plan and may also have an Individual Learning Outcome target sheet., which is reviewed at the termly meetings.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Planning and teaching will be adapted on a daily basis, if needed, to meet a student's learning needs and increase student access to what is on offer. Class teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that learning tasks are differentiated to enable a student to access their learning as independently as possible.

The SEN Teacher works with individual students and pairs on programmes tailored to their needs for literacy and numeracy.

Trained Learning Support Assistants can implement the teachers' modified/adapted planning to support the needs of a student where necessary.

Specific resources and strategies will be used to support a student individually and in groups.

- Access to laptop and tablet technology.
- Access to specialist teacher input i.e. HI, VI, ASD, PD, SLCN.
- Coloured overlays.
- Specialist consideration for exams.
- Partnership arrangements with local Special Schools.
- Disabled toilet with hoist and adjustable bed.

How we include children with SEND in the life of our school

Students and young people with SEND are supported and encouraged to be fully involved in all areas of Academy life. All trips and clubs are open to them and individual arrangements are planned in advance to ensure they are able to participate. For students with medical/physical needs, potential issues involving trips/activities will be discussed with parents/carers and identified in a Care Plan and Risk Assessment.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Training for teaching students with Special Educational Needs is considered essential. There is an ongoing programme of whole school training in teaching and supporting students. Staff have received training from Central Services regarding:

- Autism
- Hearing & Visual Impairment
- English as an Additional Language (EAL)
- Specific Learning Difficulties (SpLD)
- Physical Difficulties (PD)
- Differentiation
- Attachment Disorder
- SEND Code of Practice 2014

There is additional training in Child Protection, First Aid, Epipen and Moving and Handling. Specific training for the Student Advisors includes:

- Bereavement Counselling
- Anger Management
- Self-Harming
- Personal Organisation
- Friendships

External support and expertise we can call upon to help us to meet children's needs

At Campsmount Academy, we work with a range of bodies from the Local Authority, Central Services and Health & Social Care to meet the needs of students with SEND and Looked After Children. This includes:

- Educational Psychology Service
- Educational Welfare Service
- School Nurse

- Ethnic Minorities Team
- Child & Adolescent Mental Health Team
- Sensory Support Service
- Careers Advisors
- Occupational Therapy & Physiotherapy
- Speech & Language Team
- Alternative College Provision

Students with a Statement of Special Educational Needs, Education Health Care Plan or CAF, may be involved with outside agencies. This will be to support their individual needs and their families.

Outside agencies are invited to Annual Review meetings, Team Around the Child meetings and contribute to the student support programme and outcomes.

How we prepare children to join our school

We gather a lot of information about students with SEND and/or disabilities, in order to make the best possible preparation for a smooth transition.

We will support parents/carers and students with identified special needs starting at Campsmount Academy to visit the Academy and also meet the Year 7 Progress Leader.

When invited, the SENCo will attend Year 5/6 Annual Reviews of students with a Statement or EHCP.

We have close liaison meetings with staff in Year 6 throughout the year.

Parents/carers and students are invited to an Open Evening in the Autumn Term.

Students also spend a day at Campsmount Academy in the Spring Term.

If other professionals are involved, a Team Around the Child (TAC) meeting or an Annual Review will be held to discuss the child's needs, shared strategies used and ensure provision is put in place before the child starts.

We have a Summer School focusing on literacy, numeracy and team-building. This provision is free to students who are also eligible for Pupil Premium.

How we prepare children to move on from our school

Students moving into Years 10 and 11 receive support and guidance with Options from the Head of Year and the Careers Advisor.

Students moving onto KS5 have preparation meetings with the Careers Advisor and visits organised with parents/carers to a local college or a meeting with the Head of Sixth Form and the Sixth Form Team.

When students leave Year 11, information including exam access arrangements are passed to the next educational establishment.

How we deploy our resources to meet the needs of children with SEND

Learning Support Assistants are deployed across all year groups and all subject areas.

Support for students with a Statement of Special Educational Needs or EHC Plan, is organised in-line with the recommendations in the Statement or EHC Plan.

There is an experienced core of support staff who deliver small group and one-to-one interventions for literacy, numeracy and social skills. These groups run throughout the academic year and are timetabled lessons

We have a dedicated, safe base in the department, which is staffed at breaks and lunchtimes to support SEND and more vulnerable students.

Contacts for more information

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SEND Policies and SEN Information Report link(s):

<http://www.campsmount.com/governing-body/policies-and-procedures>

Campsmount SEND Policy

Campsmount SEND Information Report 2015-/16

Campsmount Accessibility Plan

Campsmount Exam access Arrangement Policy