

SEN Information report

Meeting the needs of children with Special Educational Needs

King Edward VI Camp Hill School for Boys

Ethos

King Edward VI Camp Hill School for Boys has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where it is needed.

Leadership

All SEN provision is overseen and managed by the Senior Leadership team (SLT) in school and is coordinated by the Special Educational Needs Co-ordinator (SENCO). The SLT monitor, review and evaluate all SEN provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and how SEN funding is being spent e.g. on specialist services and resources.

Special Educational Needs Coordinator (SENCo)	Mr Andrew Caves a.caves@camphillboys.bham.sch.uk 0121 444 3188
Learning Support Coordinator	Mrs Stella Morris s.morris@camphillboys.bham.sch.uk 0121 444 3188

Curriculum, teaching and learning

All children are treated as individuals and the class teacher, alongside key support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear learning targets/ pupil profiles (*or Individual Education Plans*) are put in place and reviewed regularly to monitor progress and the impact of additional support and intervention.

Assessment

Key assessments are made to ensure children are on track to meet their targets and that planning and teaching accurately addresses need; planning is regularly reviewed and evaluated to inform next steps.

Children are involved in the setting of personal targets and in the review of progress alongside teachers and support staff. Parents are vital partners in the child's learning journey through school and are invited to attend review meetings of their child's progress each term. Parents are always encouraged and expected to engage in supporting learning in different ways, such as targeted homework, regular reading at home etc.

Accessibility

Wheelchair access is currently limited to the ground floor of the main school building although expansion plans for 2014/15 seek to address this. Access to the library and music room is available by lift and ramps have been installed throughout the site to improve access for wheelchair users.

Training

Staff in school are trained and equipped to offer a high level of support. Many have worked alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEN such as hearing impairment, autism and general learning difficulties.

Partnerships

The school works alongside and seeks support from other agencies where required to maximise learning opportunities and potential e.g. Child and Adolescent Mental Health (CAMHS), Speech and Language therapy, and the School Nursing team. We have close links with Local Authority services such as the Access to Education Team and Educational Psychologists.

School Policies

The following school's policies, available on our website, reflect the school's commitment to inclusion, safety and wellbeing of all our children:

Equalities Policy

Accessibility Plan

Behaviour Policy

FREQUENTLY ASKED QUESTIONS FROM PARENTS/CARERS

What do I do if I think my child may have special educational needs?

You should speak to your child's class teacher, who will listen carefully to your concerns and discuss your child's needs. Arrangements may then be made for a further meeting with the school's Learning Support Coordinator and/or SENCO to address your concerns and put appropriate actions in place.

How will school support my child and how will the curriculum be matched to my child's needs?

Your child's class teacher will plan differentiated activities, with appropriate support and resources to meet your child's needs. In addition, your child may receive some small group or individual support from teachers and support staff in order to make sustained progress with identified learning targets. Learning targets will be reviewed regularly and shared with parents at parents' evenings and/or at reviews with the SENCO. *The support we offer for our SEN children was judged by OFSTED as outstanding at our last inspection.*

How will I know how well my child is doing and how will you help me support my child's learning?

Parents will have the opportunity to discuss their child's progress with class teachers at parents' evening. The SENCO is always available on these evenings for further discussion and to support parents/carers with any concerns they may have.

Parents are expected to be involved in supporting their child's learning; this will often be through supporting with special homework tasks or reinforcing class strategies. Regular communication with subject teachers, form tutors and with the Learning Support Coordinator via the student planners has proved very successful.

What support will there be for my child's overall well-being?

Our pastoral team is outlined below:

Deputy Head Pastoral	Mr Andrew Caves a.caves@camphillboys.bham.sch.uk
Assistant Head teacher and Head of Sixth Form	Mr Graham Hardy g.hardy@camphillboys.bham.sch.uk
Assistant Head of Sixth Form	Mrs Anne James a.james@camphillboys.bham.sch.uk
Head of Years 10 and 11	Mr Keith Downing k.downing@camphillboys.bham.sch.uk
Assistant Head of Years 10 and 11 (Responsible for Year 10)	Mrs Stella Morris s.morris@camphillboys.bham.sch.uk
Head of Years 8 and 9	Mr Chris Jones c.jones@camphillboys.bham.sch.uk
Assistant Head of Years 8 and 9 (Responsible for Year 8)	Mr Tim Watkins t.watkins@camphillboys.bham.sch.uk
Head of Year 7	Ms Emma Lamb e.lamb@cmphillboys.bham.sch.uk

This team, along with form tutors, class teachers and support staff, make sure children have the highest level of pastoral care possible. On top of her duties as Assistant Head of Year 10 and 11, Mrs Morris also acts as the Learning Support Coordinator, working with specific children and families, in order to meet their emotional and social needs.

We enjoy working partnerships with many agencies including (CAMHS) for families who may need additional support.

All our staff are trained in Child Protection procedures; we also have three members of staff who are specially designated to ensure the safeguarding of all children. Mr

Andrew Caves is the Designated Safeguarding Lead (DSL) and Mr Paul Bruten is the Deputy DSL.

What specialist services and expertise are available or accessed by the school?

The school is able to access the specialist support of a number of agencies in order to meet specific needs. We have a Language Support Coordinator, Mr John Waggott, who works closely with a number of students in order to boost their linguistic skill and promote cross curricular progress. We also have working partnerships with Pupil Support Services, Behaviour Support Services, the Communication and Autism Team and Educational Psychologist.

What training and development is done by staff supporting those with SEND?

Staff in school are trained and equipped to offer a high level of support. We also have a Lead Practitioner in Autism in Mrs Morris, and her expertise in this area is used to further support teaching staff. She also acts as an advocate for pupils with autism and offers support to their families

How will my child be included in activities outside the classroom?

As an inclusive school, we aim to ensure that all children, including those with SEND, are able to access all activities and school trips. We complete risk assessments for all school visits to ensure the safety of all pupils; we make reasonable adjustments for those pupils with additional medical/physical needs.

How will the school help my child on transfer to the next phase of education?

We have good links with our feeder primary schools *in Birmingham* and beyond, and communicate effectively to ensure a smooth transition for our Year 6 pupils. Additional visits can be arranged for our more vulnerable pupils and those with additional needs. A week long Summer School is held in July to support the transition process and is available to all of our pupils. Many SEN students have attended over recent years, helping to ease the transition and enabling key members of the pastoral staff to get to know pupils.

How are the school's resources/funding allocated and matched to children's needs?

The school is funded on a national formula per pupil. Schools are expected to fund the first £6000 from within the school's budget to support pupils with SEN. The school can apply for 'top up' funding if it is felt that a child's needs exceed that which can be provided through the £6000. The school will then use the funds to put appropriate support in place to meet the child's needs. The SENCO takes advice from all professionals involved with the child, alongside the views of the parents to decide on the best support plan.

How are parents involved in the school and how can I be involved?

The school has an open door policy and we welcome parental involvement. Parents are kept informed about teaching and other events through regular newsletters, the school website, open days and parents' evenings.

Who can I contact for further information?

I am considering applying for a place?

Contact the school office and arrange an appointment to see the Head teacher and/or the SENCO.

I wish to discuss something about my child?

Contact the school office, who will arrange for the class teacher to contact/meet with you.

I want some information about other support services?

Contact the school office or SENCO

I want information about the local authority's Local Offer?

Contact the SENCO at school or go Birmingham's MY Care website.