

SEND Information Report – updated November 2021

We consider ourselves to be a fully inclusive environment and make many adaptations to both the curriculum and College environment in order that students are offered equal opportunities to participate fully in the life of the College and take part in all possible activities. We endeavour to overcome potential barriers to ensure that young people can participate in additional/extra-curricular activities. We also take the well-being of all students very seriously and support those with social and emotional difficulties by offering access to internal and external support services.

What kinds of special educational needs and disabilities are provided for at CamVC?

Cambourne Village College is able to provide for students with a range of special educational needs. We believe that our approach of treating every student as an individual means that we can provide tailored support and resources for students with SEND. These needs could include Autistic Spectrum Disorders, Asperger's syndrome, Attention Deficit Disorder, Attention Deficit and Hyperactivity Disorder, Dyslexia, fine and gross motor skill difficulties, physical disabilities or social and emotional difficulties.

How are children and young people with special educational needs and disabilities identified and assessed?

We have a close relationship with local primary schools and the local authority and ensure that information is shared effectively about students who have, or may have, SEND. In addition, we use a range of assessments upon entry, including reading tests, spelling tests, numeracy tests and Cognitive Ability Testing to identify students who may need additional assessments/screening and support.

Student progress is monitored at least termly and is used to identify students who have not made expected progress. This is then investigated with the student and parents and where necessary additional support is put in place to enable the student to fulfil their potential.

What is our approach to teaching pupils with SEND?

All students attending Cambourne Village College have access to high quality teaching that takes into account different learning needs. Teachers set individualised targets and monitor progress for all students. For students with SEND, all teachers follow the strategies set for individual students, making use of specific resources and adapting the curriculum where appropriate.

How do we adapt the curriculum and learning environment for pupils with SEND? How do we enable pupils with SEND to engage in the activities of the College (including physical activities) together with all children who attend?

Our provision for students with SEND is premised on the ability of every student to access the mainstream curriculum in a meaningful way. All subject teachers will then adapt the curriculum as appropriate for students with SEND with the support of subject leaders and the SENCo. Some students may need additional small group or 1:1 teaching to embed key skills and concepts.

We ensure that the College site is fully accessible for wheelchair users, those with mobility issues and visually impaired students. Facilities include lifts, ramps, disabled toilets, a changing room with bench appropriate for physiotherapy, height adjustable tables, adapted tools and sports equipment.

All students are encouraged to participate fully in extra-curricular activities, and we endeavour to remove any barriers which students may face in doing this.

What additional support is available for pupils with SEND?

Additional support for students with SEND may take different forms, dependent on their individual needs. Support currently available in College dependent on needs:

- 1:1 support from teaching assistants
- Small group support from teaching assistants
- Key workers for students with EHC plans or high-level need
- Appropriate adaptations to the College curriculum
- Literacy interventions (1:1 or small group)
- Numeracy interventions (1:1 or small group)
- Social communication small group work
- Access to specialist provision before College and during break and lunch
- Additional support at times of transition (KS2-3, 4-5, 5-FE) including additional visits, parent meetings, liaison with key staff.
- Pastoral support including School Nurse, mentoring, youth workers, College counselling service
- Supervised homework support

Access to specialist assessment and support where appropriate, including the Education Psychology Service, the In-School Support Team, the Hearing Impairment Service, the Visual Impairment Service, Physiotherapy, Occupational Therapy, Speech and Language Team, Child and Adolescent Mental Health Service, Centre 33.

How do we evaluate the effectiveness of provisions?

Provisions for students with SEND are monitored at least termly. Information is gathered and shared with the young person and their parents/carers and adaptations are made to provisions where necessary.

How do we assess and review the progress of pupils with SEND? How are young people and their parents/carers consulted about their needs?

For students with an EHC plan, a detailed review of provisions in place and progress towards desired outcomes takes place annually. In addition to this, College will communicate with parents and carers on a termly basis. Young people and their parents/carers are fully consulted and involved in discussions and decisions and what type of support and resources the young person will receive.

What support is available for improving the emotional, mental and social development of pupils with special educational needs?

We have a range of services available in College to support those with social, emotional and mental health difficulties. These include mentoring, youth workers, School Nurse and the in-school counselling service.

External agencies

Where appropriate, College will also support parents/carers to access additional support via the Common assessment Framework. This may include services from the locality team (Education Welfare Officer, Young People's workers and Family Support Workers), Social Care, the Police, the Youth Offending Team, local GPs, CAMHS, Parent Partnership and Pinpoint.

Expertise and training of staff:

We have a wide and diverse range of Teaching Assistants (TAs) to work with students who have SEND. We have highly qualified link TAs for the core subjects of English, Maths and Science, who provide these subject areas with specialist support and guidance regarding adaptations to the taught curriculum. TAs and teachers are all offered appropriate professional development and training opportunities in areas such as autism, mental health, EAL, literacy and numeracy.

SENCo: Lesley Harvey SENCo@cambournevc.org

If you would like further information regarding Special Educational Needs and Disability at Cambourne Village College, please see our Special Educational Needs policy and/or make an appointment to see our SENCo Lesley Harvey. The member of the College's governing body with responsibility for SEND is Suzy Richards.

Support services for parents of pupils with SEND:

If you are a parent/carer of a child or young person with special educational needs and would like information support or training, SENDIASS (SEND Information, Advice and Support Service) can provide impartial, confidential and free advice.

01223 699212 (10am-12noon and 2pm-4pm Monday to Friday, term time only)
sendiass@cambridgeshire.gov.uk

Cambridgeshire County Council local offer:

Each Local Authority also publishes information about services for children and young people with special educational needs and disability. Please follow this [link](#) for further information.

If you have any complaints about the College arrangements for SEND then please look at our Complaints Policy which can also be found on the College website.