



Campion School SEND Information Report 2024- 2025

Contact Details

SENCo – Mrs. A. Brown senco@campion.warwickshire.sch.uk

Assistant Senco Mrs.J.Moore- senco@campion.warwickshire.sch.uk

Links to Resources

[SEND Local Offer – Warwickshire County Council](#)

Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities.

[Children and families – Warwickshire County Council](#)

Family Support Information Service provides a wide range of advice on things like family support, education, childcare and activities.

[WCCC-1090-216 \(warwickshire.gov.uk\)](#)

14 to 25 Transitions Guide – A guide for parents and young people who are preparing for adulthood.

[Barnardo's Warwickshire \(warwickshiresendiass.co.uk\)](#)

Warwickshire SENDIAS provides topics relating to Special Educational Needs and disabilities (SEND) for children and young people aged 0-25 living in Warwickshire and their parents or carers.

[Home - Community Autism Support Service CASS \(casspartnership.org.uk\)](#)

Autism support for children, young people and adults across Coventry and Warwickshire.

[Dimensions Tool](#)

The Dimensions of Health and Wellbeing is a free online tool providing a personalised profile and self-care information to support adults, children and young people in Coventry and Warwickshire. Once complete this tool guides you to resources to support health and well-being

[SENDIAS](#)

SENDIAS is a free, impartial, and confidential service offering information to young people with special educational needs and disabilities (SEND) and to their parents and carers.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning. We work in a flexible way to develop effective partnerships with young people and their parents/carers, as well as with outside agencies to ensure that any student identified as requiring support that is in **addition to, or different from**, our high-quality adaptive classroom teaching, is able to access the correct level of support in order for them to reach their full potential.

Teachers regularly undertake training on support and strategies for young people with additional needs. Recent training has included trauma informed practice, making sense of autism, good autism practice, emotion coaching and PACE.

Where a diagnosis has been confirmed such as autism, ADHA or dyslexia a young person will not be placed on the SEN supported register unless they are identified as requiring support that is above that which can be provided in the classroom using high adaptive teaching strategies or is above our universal offer.

A diagnosis does not mean that an Educational Healthcare Plan (EHCP) is required. An EHCP is sought when a young person is underachieving despite adaptive teaching strategies, support from the specialist teacher service and/or educational psychologist. Before an application for an EHCP can be made there must be at least two terms of evidence that a young person is not making progress using the recommendations of the specialist teaching service or educational psychologist.

SEND Categories

Young people with additional needs are categorised using the four broad areas of need identified in the SEND Code of Practice 2015. Students may have additional needs that cover more than one of these areas.

Physical Disability - Children with physical needs may have a physical disability or hearing or sight impairment.

Communication & Interaction - Communication and interaction conditions may include children and young people who have speech, language and communication needs and/or autism.

Cognition & Learning - Cognition and learning difficulties can affect children's ability to learn and do well at school. Specific learning difficulties (SpLD) includes a range of conditions such as dyslexia, dyscalculia or dyspraxia.

SEMH (Social, Emotional and Mental Health) - Children and young people experiencing social, emotional and mental health difficulties may be withdrawn or isolated, have immature social skills or have attention deficit disorder which can cause difficulties with school routines and with concentration.

Most young people's SEND needs will be met through high quality adaptive classroom teaching.

SEND Data at Campion School by Primary Need

The table below is the comparison of students recorded with SEND at Campion School alongside local figures.

	Campion School	Warwickshire
Percentage of students with educational Healthcare Plans	2%	1.9%
Percentage of students at SEN support level	13.4%	13.1%

Professionals who support young people with SEND at Campion

There are a number of experienced professionals working to support your child in this school.

Subject teachers- are responsible for ensuring that young people have access to high quality classroom teaching using adaptive teaching strategies to ensure access to the curriculum. **Most young people with SEND should have their needs met at classroom level.**

SENCo - Alison Brown is also a teacher of ICT and Creative Media as well as leading on exam access arrangements.

Assistant SENCo – Jo Moore manages the day to day running of the SEND Department and Learning Support Centre. She is the primary contact for the parents/carers of young people with SEND. Jo manages the teaching assistants ensuring that in-class support is provided for those young people in most need.

TA3 SEND - Lisa Probert designs and implements interventions for students who require more support with their cognition and learning, communication and interaction and social emotions and mental health needs. She works closely with primary schools to support the transition into year 7 ensuring that any student who would benefit from an enhanced transition is able to take part in activities and extra visits to Campion in the summer term. As a highly experienced practitioner in the classroom she works with teaching assistants to ensure that learning potential of students is maximised.

Transition Teacher – Charlotte Forbes is an experienced teacher who has joined our department this year teaching maths, English and humanities to students in KS3 who benefit from being in a smaller group with a more personalised curriculum.

SEND Governor Mr. F. Durrant - Mr Durrant is responsible for ensuring that the school has an up- to-date SEND Policy and that the school has appropriate SEND provision and has made necessary adaptations to meet the needs of all young people in the school with SEND.

Classroom Teaching Assistants- Teaching Assistants work closely with students and teachers to deliver the curriculum and develop resources for support in the classroom. They complete interventions with students such as precision teaching, the power of 2, Read Write Ink. Fresh Start, handwriting support and Dance Mat to improve typing skills. They also provide daily check-ins for students who require enhanced pastoral support.

Nurture Room Teaching Assistants - The DEN (nurture room) is run by a teaching assistant who has degree in PE and is Forest Schools trained. She works with students who require timetabled sessions away from the classroom to develop communication, organisation and fine motor skills, or who may need some structured 'down time' due to autistic burnout.

Core Skills Team – The core skills team are a group of teaching assistants that deliver additional literacy and numeracy support to students working below age-related expectations.

Exam Access Arrangements Team – The access arrangements team are responsible for making certain that the JCQ rules for exam arrangements are followed.

Careers Advisor - Mr. M. Wilson is our independent careers advisor. He is available to discuss career prospects at all parents' evenings. For any young person with an EHCP he will offer a careers meeting each year from year 9 to year 12 as part of Preparing for Adulthood.

Specialist Teachers – Campion buys in two specialist teachers to support Cognition & Learning and Communication and Interaction. They spend one day per week in school working with young people, parents, SEND staff and teachers.

[Autism Support for Schools in Warwickshire - SEND Supported Learning Support for SEND in Warwickshire - SEND Supported](#)

Speech and Language Therapist- Our Speech and Language therapist works with students who have been diagnosed with speech and communication difficulties.

Hearing Teacher – The Hearing Teacher regularly visits any students with a diagnosis of partial hearing or deafness.

Integrated Disability Service (IDS) – Specialist teachers from IDS provide support and information when working with students with complex needs and physical disabilities.

Educational Psychologist – The Educational Psychologist assesses young people who are making below expected progress despite additional support being provided.

Types of learning support available at Campion

Campion students will receive support that is specific to their individual needs. Subject teachers have very high expectations and ambitions for students. They provide a broad and balanced curriculum adapted to meet young people's needs.

Key Stage 3

For some young people, who are identified as having significant literacy difficulties at primary transition, we provide a smaller class group of twenty students rather than the class average of thirty students, these classes are supported by a teaching assistant.

Key Stage 4

Preparation for KS4 transition takes place throughout Year 8. A series of information and consultation meetings, which includes parents, are held and a selection of examination subjects in addition to English, Science and Maths are considered. Consultation meetings can also take place between parents/carers; young people and SEND staff in order to develop the right pathway for your child.

Some young people will continue to access the Core Skills programme into KS4 in order to further support their learning.

Core Skills Programme

During KS3, students who require literacy and numeracy support in Year 7 and Year 8 are scheduled to access a series of literacy and numeracy workshops. This is a timetabled lesson, students are in groups of six to eight and either have three lessons or six, depending on need, over a two-week period.

The aim of the programme is to develop young peoples' literacy and numeracy skills through a series of workshops so that they are ready for the demands of the KS4 curriculum and subsequent GCSE examinations.

Access Homework Club

We recognise that some young people will benefit from guidance and support on how best to develop their independent study and organisational skills. A homework club takes place in the Access area from Monday to Friday until 4:00pm. It is staffed by Teaching Assistants who will guide young people towards acquiring good self-study skills.

The Library is open each evening until 5pm and Library staff will also support young people with homework tasks if required.

Children in Care

Campion has a dedicated teacher responsible for children in care who works with the Virtual School. House learning leaders and SEND staff work closely with children in care and their guardians to ensure suitable support is in place to allow them to access the curriculum.

Young Carers

We have a teacher that works with young carers to identify and provide the support that they need to access the curriculum and support their emotional health.

Communicating with Parents

Parents are encouraged to work collaboratively with teaching and non-teaching staff. This includes:

- Year 7 Transition Parents evening where the House Learning Leaders, SENCo, Assistant SENCo and Year 7 transition coordinator will be available to discuss any concerns.
- Opportunity to come to parents evenings to be updated on your child's progress. The SENCo and/or Assistant SENCo will be available at all parents' evenings.
- Email communication with teachers and teaching assistants to keep you up to date with events or concerns
- Meeting with the SENCo and/or Assistant SENCo to discuss any concerns. Please email senco@campion.warwickshire.sch.uk in the first instance to arrange a meeting.
- SEND tea party to celebrate the achievement of SEND students.
- Annual EHCP reviews.
- Ability to email House Learning Leaders.
- Phone call home for teachers to discuss any achievements or concerns.

- Meetings/Phone calls with SENCo and/or Assistant SENCo to discuss the outcomes of assessments.

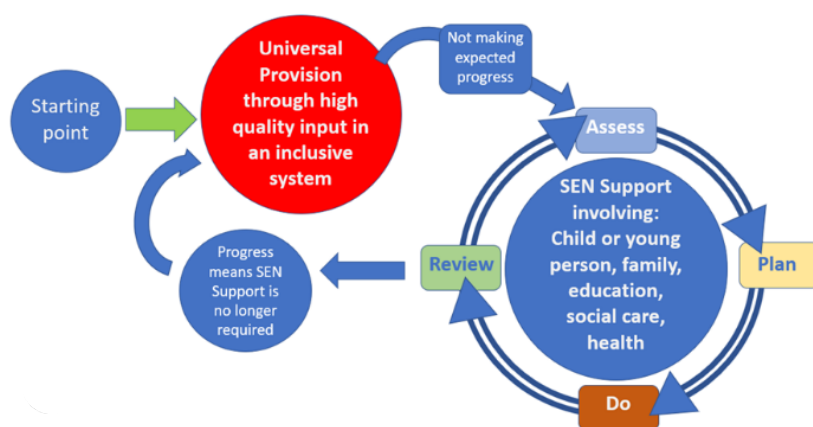
Monitoring Progress

Young people's progress is reviewed formally every term by subject teachers. We believe that good reading skills are essential and to monitor and maintain good standards, reading tests and assessments are carried out on a regular basis. Numeracy tests are also carried out to identify those young people who would benefit from the Core Skills Programme. This data is then used to check how well SEND support is helping young people in our school.

Termly reports to parents also provide information regarding your child's attendance, classwork, and effort.

The progress of young people with an EHC plan is formally reviewed at an Annual Review with all adults involved in the young person's education.

The SENCo and Assistant SENCo will monitor your child's progress using the graduated approach.



Visual Stress

Visual Stress is not a learning or reading difficulty. However, it can affect the way people 'see' words on the page and it can cause physical symptoms that make it difficult to read for long periods or affect a person's ability to focus and concentrate on what they are reading.

If you are concerned that your child may have Visual Stress you should have a thorough test with an optometrist. This will rule out any possible underlying conditions that may have caused problems similar to Visual Stress. Children under the age of 16 years old are entitled to a free eye test as are children aged, 16 to 18 years old and still in full time education.

If your optician believes that you need further testing for Visual Stress or advises the use of coloured paper or overlays, we will make sure that exercise books and printed information are provided in the required colour.

Please note that if your child has been recommended coloured paper and overlays, we request that your child has an eye test at least every two years.

Supporting the Mental Health of Young People with SEND

All young people belong to vertical (mixed age) tutor groups, attend the same house assemblies, year group and House activities, and follow a common tutor time programme.

There are a wide variety of extra-curricular activities to help enrich the curriculum and help young people make new friends. All young people are encouraged to join two extracurricular activities from the extensive number available. Extra-curricular activity timetables are on display in each tutor group.

To support young people who may experience social difficulties during recreational times, the SEND Department have a daily lunch club staffed by Teaching Assistants. Attendees can play board games to encourage good social skills or participate in some art and craft work.

The SEND team and Pastoral team arrange a number of group activities throughout the year to support vulnerable young people and those who would benefit from opportunities to socialise with peers. These groups are run by professionals from various outside agencies and charities.

Primary to Secondary Transition

We aim to make the move from primary to secondary as seamless as possible. We have a House system with four House Learning Leaders. Young people will be assigned to their House before Induction day so parents and carers can speak to them on the telephone and meet them on Induction evening. For students who are identified as requiring an enhanced transition we will provide three afternoons of activities in the summer term to allow them to become more confident in a secondary school environment.

Young people with EHC plans

If your Year 6 child has an EHC plan, SENDAR – the local authority department responsible for the administration of Educational Health Care plans will inform the SENCo during the

autumn term prior to entry that you wish to send your child to Campion School. The SENCo and Assistant SENCo will then consider whether the school can meet your child's needs. To do this, they will contact the SENCo at your child's primary school and consult with SENDAR. The SEND Team will co-ordinate the provision for your child according to the requirements in the EHCP, creating an individual profile to help teachers meet their needs.

Physical Accessibility

We work hard to endeavour that equipment used is accessible to all young people regardless of their needs. If there is additional need, we will provide alternative equipment or adaptations to our classrooms. Once we are informed of a young person's physical or sensory impairment we seek advice and guidance from parents/carers and the Local Authority Specialist Teacher service to make sure that the school site is accessible

For more information please also refer to our Accessibility Policy.

Moving into 6th Form

The head of sixth form consults with the SEND Dept. and asks for up-to-date information including reports and assessments that outline the needs of the student. Subject teachers will also be consulted. Each student has an interview with one of the sixth form staff to discuss their options at level 3 and how they can be supported.

Careers Support

We have an independent careers advisor who works full time at Campion. Scheduled careers meetings take place for all Year 9 – 13 young people. For those SEND students who have an EHC plan Michael will endeavour to attend KS4 annual review meetings and provide career plans.

At such meetings, changes to the Educational Health Care plan will be made to reflect the changing needs of a young person moving into sixth form, college or the world of work.

Support for you as a parent/carer of a child with SEND

If you have any concerns over your child the SENCo and Assistant SENCo are available for advice and emailing senco@campion.warwickshire.sch.uk is the most direct method of communication in the first instance.

