



THE CAMDEN
SCHOOL FOR GIRLS

SEND information report



Lead Staff member:

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SEND Link Governor:

Angela Mason

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Review Date:

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Review Committee:

Curriculum & Staffing

1.0 Our Vision

Camden School for Girls is a diverse, inclusive community and we are committed to providing an exceptional education for all our students. We strive to challenge, engage and nurture our students and to equip them with the skills and knowledge to support them to thrive in all areas of their lives.

1.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, e.g, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, e.g, specific learning difficulties, dyslexia, dyspraxia, dyscalculia.
- Social, emotional and mental health difficulties, e.g, attention deficit hyperactivity disorder (ADHD), eating disorders, depression.
- Sensory and/or physical needs, e.g, visual impairments, hearing impairments, processing difficulties, epilepsy

1.2 Identifying pupils with SEND and assessing their needs

Transition arrangements for students with previously identified SEND

At transition:

- In the summer term of Y6, Parents make a visit to school with their child for meeting with SENDCo or HOY to discuss their child and their needs
- SENDCo and HOY gather information from parents/carers, primary school staff and outside agencies involved with the child
- All students take the verbal, non-verbal reasoning and numerical sections of the CAT test in the autumn of year 6, as part of the School's admissions process. They take a second CAT test in the autumn of year 7. KS2 SATs results are used to evaluate progress at primary school as well as a review of the information received from the previous school.

Identification of SEND after transition

In line with the SEND Code of Practice 2014 the school considers, "A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

Teachers' role in assessment of learning needs is not about diagnosing a condition; rather it is about seeking to identify what is required for the pupil to learn

Concerns about a special educational need may be raised by classroom teachers, HOYS, LSAs, parents or students themselves. The starting point for any action will always be a review of the strategies already in place in the classroom and the way these might be developed. The following issues should be taken into account:

- the child's learning characteristics – their strengths and weaknesses
- the learning environment the school is providing
- the tasks or activities involved – what the student needs help with and what the student can do independently
- the teaching approach or strategy being used

The key test of the need for support is evidence that current rates of progress are inadequate. There should not be an assumption that all students will progress at the same rate and **slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.**

Progress of a student will be measured by both quantitative and qualitative data:

- teacher observation and assessment
- School assessment/attainment data
- descriptive profiles

Students with below average scores in KS2 SATs or low CAT scores, and students who are not making expected progress across the curriculum despite support through Quality First Teaching may be tested using a range of diagnostic tests throughout KS3 to ensure that any additional needs can be met.

We use

- Access Reading Comprehension
- York Assessment of Reading Comprehension (YARK) for single word reading
- Test of Word Reading Efficiency (TOWRE)
- Test of Memory and Learning (TOMAL)
- Comprehensive Test of Phonological Processing (CTOPP)
- Detailed Assessment of Speed of Handwriting (DASH)

*We are currently changing to use of KTEA testing for 2022-23

The school considers, in line with the Code of Practice 2014 that the following concerns are not special educational needs, but may contribute to or compound any SEND difficulties and are therefore monitored:

- short term lapse in progress and learning
- attendance and punctuality
- health and welfare
- housing difficulties
- English as an additional language (EAL)
- being in receipt of Pupil Premium
- being a Looked After Child (LAC)
- behaviour

1.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are and what provision will look like

We will formally notify parents when/if it is decided that a pupil will receive SEND support.

The Learning Support Dept. holds regular coffee mornings for parents of students with SEND or those who may have questions about SEND. These are advertised in the Friday Newsletter which is emailed weekly.

If a student is identified as having SEND, the SENDCo will write specific learning strategies for them which will be shared with the class teacher to help adapt their teaching to meet need. These strategies will take account of input from parents, the student themselves and possibly specialist

professionals. These are intended to be working documents and are reviewed termly to ensure that support for an individual child is developed and tailored over time.

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- The progress of all students is tracked by class teachers, department heads, heads of years, as well as the Senior Leadership Team, (SLT). The Learning Support department monitors the progress of the SEND students that it supports. This is done through analysing progress data, gathering qualitative feedback from teachers and LSAs and the views of the students themselves.
- Parents are notified of progress at Parents Evenings, through reporting as annual progress checks and profiles, informal / formal Annual Review meetings in the Learning Support departments, as well as through the use of a Home/ School planner, emails and phone calls home.
- When an outside agency e.g. an occupational therapist assesses a student and the school is sent a report, this is then summarised and any recommendations and strategies are noted. These are acted on and reported to all the students' class teachers in the form Learning Strategies. This document is to provide information to help the teachers plan appropriate work and support students' progress and well-being. Parents are sent a copy of this document, which is updated annually, and can liaise with the Learning Support department to discuss and amend the document, to further aid learning.

1.5 Supporting pupils moving between phases and preparing for adulthood

During Year 10 and Year 11, all students with SEND have a number of meetings with a connexions careers advisor in school to determine potential pathways post 16 and provide them with information about these courses. In the Autumn and spring terms of Year 11, form tutors, EWO and the SENDCo will liaise with families to ensure that appropriate applications are being made.

Students with EHCPs will be supported in school by LSAs to make these applications.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our current connexions advisor is Jessica Ahmed.

1.6 Our approach to teaching pupils with SEN

All staff are fully informed of students' special educational needs and strategies to support their learning. They are responsible for ensuring they keep up to date with this information and take account of it in their own planning. Personalised plans and learning strategies are updated throughout the year and this is communicated with teaching staff so they can adjust their practice accordingly.

Support for SEND students follows three levels:

Universal support:

'Every teacher is a teacher of SEND'

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated and/or scaffolded for individual pupils. The pastoral system is strong and supportive - tutors and Heads of Years know the students extremely well and encourage them to build on strengths, develop an awareness of the needs of others and to become inclusive members of our school and wider community.

Targeted support:

- LSA in-class support for students who have an EHC Plan
- Small group teaching for KS3 and 4 Mathematics and English
- Numeracy catch up intervention
- Study skills support for SpLD
- Touch typing intervention
- Learning strategies to help subject teachers meet the needs of individual students
- Assessment of students where appropriate, for exam access arrangements
- 1:1 meetings with Learning mentor to support overcoming barriers to learning and provide support for emotional well being

Specialist support:

- 1:1 work with Speech and Language therapist
- 1:1 work with SENDCo
- 1:1 work with Educational Psychologist
- 1:1 work with Art Therapist
- Referral to CAMHS

Parents/carers and students have the responsibility to work together with staff to ensure that the SEND needs of students are met.

Education Health Care Plans (EHCPs)

- Support for students with EHCPs will be developed in conjunction with parents and with the student themselves to meet the outcomes specified in the plan through recommended provision and will follow the graduated approach cycle to ensure it is current and seeking continuous improvement. This support is responsive - as the needs of the child may change over time. Parents will be invited to meet termly to discuss support. One of these meetings will be the Annual Review.

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Reasonable adjustments are made for students on the Autistic spectrum e.g. they may use ear defenders in class, or follow a reduced curriculum to provide time for the student to access the core curriculum, supported by a teacher or LSA.
- Adjustments are made for students with visual (VI) and hearing (HI) Impairments e.g. class materials may be enlarged or supplied electronically to individual students. Teachers of HI students regularly review their teaching strategies, in discussion with the Teacher of the deaf (ToD)
- Review meetings are held regularly with relevant professionals. Arrangements are made to ensure that students with SEND are able to access exams and other assessments.
- Our access arrangements coordinator assesses the needs of students, either by testing them individually or using reports sent to the school by outside professionals e.g. educational psychologist or doctor. The Exams Officer then applies for Access Arrangements from the JCQ Board (Joint Curriculum and Qualifications Board) and ensures, in conjunction with the SENDCo, that suitable arrangements are put in place

Special Facilities that assist Access to the School for SEND students

Generally the school buildings do not permit easy access for physically disabled students with limited mobility. There is however access to the ground floor of the main school and sixth form house. While the Camden Road building is fully accessible, with a lift, only three subjects are taught there. **(Accessibility Plan – see our website)**

Currently we do have specialist facilities for students with hearing impairments. These are induction loops which are positioned in the main school hall, on the second and third floor of the main building. The loop takes a sound source and transfers it directly to a hearing aid without background noise, interference or acoustical distortion. In addition, for particular students, teachers wear radio aids to help amplify the sound for the students' hearing aids.

1.8 Additional support for learning

We have 5 teaching assistants in the Learning support department. A number of these are trained to deliver interventions such as numeracy catch up and Emotional literacy support (ELSA).

Teaching assistants mainly support pupils within the classroom, liaising with the subject teacher to support students in removing barriers to learning.

Teaching assistants may support pupils 1:1 or in small groups with a specific focus such as reading comprehension as necessary.

Allocation of Resources to and Amongst Students with SEND/Funding

The school receives annual grants from the Local Authority called Delegated Funds. The grant contributes to the staffing and curriculum costs of SEND support, funding: the LST, SaLT, Art Therapist and EP. In Key stage 3 it finances the reduction of class sizes in the core subjects: English, Maths and Science, to allow small group settings to be introduced, which supports the progress of SEND students. A small number of students also receive targeted support in the core subjects, in place of modern foreign languages. In Key Stage 4 it finances the vocational courses, such as Health and Social care or Hair and Beauty.

Where appropriate, if a SEND student is eligible for Free School Meals (FSM) the school may also use the Pupil Premium funding to finance the SEND support. This could be for instance: assisted technology equipment, one to one tuition, speech and language or support from the Educational Psychologist.

We work with the following agencies to provide support for pupils with SEN:

The Educational Psychologist (EP)

The Educational Psychologist makes a number of visits to the school each year. Referral is via the SENDCo, Deputy Head or Head of Year. Staff can refer a student to the EP for assessment when a student is consistently underachieving across the curriculum despite evidenced support delivered through Quality First Teaching. Any EP work with students requires written parental/carer consent on an eCAF referral form. This document is written in conjunction with the parents.

The role includes:

The assessment of the needs of individual students advice for teachers and parents as to how to support a particular student or groups of students

Attendance at annual reviews as appropriate

Attendance at strategic planning meetings

Observations of students in class and follow up advice to teachers

Seeking information from other professionals and advice on suitable courses of action

Running interventions

Coordinating professionals and advising around the EHC Needs Assessment process

Education Social Work Officer (EWO) supports attendance, contributes where relevant to students with an EHCP. The EWO is based in school and may make a home visit or request additional support or appropriate short or long term placements.

Referral: via HOYs.

Learning Mentors support students in overcoming barriers to learning. These may be emotional, behavioural, attendance or learning. Frequency of sessions is dependent on the individual situation. Learning Mentors are based in school.

Referral: via HOYs or deputy head.

Connexions Personal Advisor supports students in developing their future plans, both educationally and/or vocationally. Students with EHCPs are seen annually from year 9 onwards and the Connexions advisor also attends the Annual Reviews. The Connexions advisor is based in school.

Referral: via HOYs.

Social Services – *Children in Need, Child Protection, Family Services.*

Referral: via deputy Headteacher.

School nurse advises on medical needs of students, in school two days a week.

Referral: via HOYs or SENDCo or student self-referral.

Speech and Language Therapist advises and assess the speech and language needs of students. They also work with the core curriculum departments to develop and differentiate the curriculum. The school has bought additional services from the NHS and a speech and language therapist works in the school half a day a week. Additional referrals are made to the out of school NHS service for assessment, one to one support and advice.

Referral: via SENDCo.

Advisory Teacher of the deaf (ToD) advises on the needs of hearing impaired students. She works with an HI technician to test all equipment of students with HI. She also contributes to the In-class Strategies documents, completes risk assessments for trips and PE activities, attends and writes reports for Annual Review; conducts in class observations and after discussion with SENDCo, students, LSAs and teachers, advises on strategies and best practice.

Referral: via SENDCo.

Secondary Behaviour Support Service: CCfL, provides short-term places for pupils with behavioural issues. In exceptional cases there is also the possibility for referral to alternative pathways for KS4.

Referral: via deputy head.

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
Camden LA: SENDIASS@camden.gov.uk

(funded by the borough but totally independent)

An additional service which supports parents of SEN students and SEN young people.

Great Ormond Street, University College Hospital and Royal Free Hospital Schools: provide short and long term placements for students with medical related needs. The school liaises with the hospital schools to ensure that the student is provided with relevant curriculum support.

Child Adolescent Mental Health Service (CAMHS): provides support for students with emotional needs and their parents /carers on site at CSG. This support is provided by psychotherapists who come into school once a week and may be either with the student on their own and / or with the parent / carer.

Referral: via deputy head.

Records of visits and reports by all agencies are put on the student's main school file, they are treated as confidential and access to these files is controlled. When the Learning Support department is sent reports by outside agencies, any recommendations are acted on, if relevant they are summarised to help teachers plan work appropriately and then carefully stored.

1.9 Expertise and training of staff

Our SENDCo has 4 years experience in this role and has worked as a Head of Department and a mathematics teacher for 23 years. The SENDCo has passed the National Award for SEN Coordination (NASENCo) at UCL.

We have a team of 5 teaching assistants and 1 Learning support specialist teacher. Teaching assistants work in subject specialisms.

The LST has post graduate qualifications in Specific Learning Difficulties, Diploma in SpLD. This also qualifies her to make assessments for Exam Concession (Access Arrangements).

Training

There are three levels of training / development for SEND

1. Basic awareness- for those in contact with students with particular SEND
2. Enhanced – for those working regularly with students with particular SEND e.g. to adapt teaching and learning
3. Specialist – in depth training: for staff in the school who advise and support on specific needs.

In-service Training on Special Educational Needs

The SENDCo is supported by Camden Local Authority through half termly SENDCo Forum meetings and INSET. Staff are offered a range of training by SENJIT (Special Educational Needs Joint Initiative for Training) which is based at the Institute of Education.

The INSET or training needs of all learning support staff are reviewed annually. The SENDCO also provides INSET to NQTs and BTs and as appropriate to all teaching staff and governors.

1.10 Securing equipment and facilities

- Currently we have specialist facilities for students with hearing impairments. Advice and guidance is obtained from the Camden LA Teacher of the deaf (ToD). These are induction loops which are positioned in the main school hall, on the second and third floor of the main building. The loop takes a sound source and transfers it directly to a hearing aid without background noise, interference or acoustical distortion. In addition, for particular students, teachers wear radio aids to help amplify the sound for the students' hearing aids. Adjustments are made where appropriate for exams e.g. extra time.
- Reasonable adjustments are made for students with Visual Impairments (VI). Advice and guidance is obtained from the Camden LA Visual Impairment Specialist. On the

recommendations of an Occupational Therapist Assisted Technology can be purchased. Teachers may enlarge work or send it to the student via email for easy access. Adjustments are made for examinations e.g. extra time and computer access.

- Physical aids are purchased for students with physical disabilities on the recommendations of an occupational therapist e.g. a sloping desk, cushion, weighted pens and equipment for maths and DT.
- Disabled toilets are to be found on the ground floors of the main building and the Camden Road building.

1.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly or termly
- Data reviews
- Pupil feedback
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Use of the Departmental Improvement Plan (DIP). This reflects the initiatives that the department prioritises each two year cycle.

1.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

- The school offers a wide range of activities in order to appeal to and meet the needs of students with their different interests, strengths and capabilities.
- Some SEND students are given support outside of lesson time e.g. morning registration and lunch times to enable them to access meals and be supported in the less structured part of the school day.
- Barriers to participation are removed by planning and consultation e.g. for school trips teachers consult with students, parents and activity leaders to ensure that provision is made for disabilities and activities are modified as necessary, while appropriate transport is provided.
- PE lessons are made accessible through consultation with the appropriate advisory teacher for individual students. Reasonable adjustments are made to lesson planning and the curriculum.
- Students with SEND are encouraged to take responsibility in their tutor groups and for the school e.g. being form rep on the school council, helping at parents evenings, running a charity stall at break time.

Access Plan

Access to the curriculum and information: *see Appendix 1: School Access Plan (see our website)*

1.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- An art therapist, Learning Mentors, Counsellors and CAMHS clinical psychologist and psychotherapist work at the school. Referrals are made through the SENDCo, Heads of Years and Deputy Head. They can work with students on a range of issues: anxiety, trauma, bullying, friendships, anger management and family related issues.
- Emotional Literacy Support Assistants (ELSAs) see students 1:1 to support students with anxiety, friendship issues and general emotional well being.
- **The Mental Health Support Team** runs a range of projects to work with small groups of students around issues such as resilience and anxiety.
- Educational Psychologist runs student drop-in sessions which offer confidential support to students with SEMH needs; it is an opt-out and self-referral service for all students.
- Educational Psychologist gives 1-1 support to students who have barriers to learning.
- Education Welfare Officer (EWO) works with students and their families to achieve high attendance and punctuality. The EWO visits families to overcome any barriers to learning.
- Administration of medicine (Medical Policy – see our website)

1.14 Complaints about SEND provision

It is always best to try and resolve complaints informally and this is what invariably happens either through contact with the SENDCo or Deputy Head or teaching staff.

In the unlikely event that this is not possible, our complaints policy is published on the school website.

Camden Mediation Service is available to support parents if they need help:

<http://www.kids.org.uk/Events/sen-mediation-service>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. 1.16 Contact details of support services for parents of pupils with SEND

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) Camden LA: SENDIASS@camden.gov.uk

(funded by the borough but totally independent)

Camden MOSAIC

<http://www.localoffer.camden.gov.uk/template/4/mosaic-integrated-service-for-disabled-children>

An integrated service for disabled children, young people and their families from birth to 18 years of age, providing assessment, therapy and family support, including short breaks.

1.15 Contact details for raising concerns

Janet Pringle SENDCO jpringle@csg.school

1.16 The local authority local offer

Our local authority's local offer is published here: www.localoffer.camden.gov.uk

2. Monitoring arrangements

This information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.