


VOYAGE LEARNING CAMPUS



SEN INFORMATION REPORT

This policy has been adopted by the Senior Leadership Team on:	
Date adopted:	1 st March 2022
Signed:	
Next review due:	March 2023

About this report

The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs and Disabilities (SEND) Information Report every year.

This report explains how we meet the needs of children with SEND. It will be published on the Voyage Learning Campus website and as part of North Somerset County Council's 'local offer'.

In this report, we explain how we meet our duties towards students with special educational needs and disabilities. This report complements Voyage Learning Campus' Special Educational Needs and Disabilities Policy. We will keep this report current. Voyage Learning Campus' Governing Body, called the Management Committee, will also review this report every year, and will involve students and parents/carers. If you want to give us feedback about the report, please contact us.

What we believe

At Voyage Learning Campus, we work to enable all of our young people to achieve more than they believe is possible. We are a trauma informed school and use these approaches to teaching. In addition, our Phase 1 staff are Thrive trained and this drives their curriculum and teaching. We aim to support them in developing the skills needed to make informed choices to lead active, fulfilling lives whether that is returning to mainstream, moving to a special school or transitioning on to college. We are committed creating a safe, nurturing and holistic learning environment which supports students to thrive personally and academically.

Who do I contact about my child's special educational needs?

Your first point of contact at Voyage Learning Campus is the student's key tutor.

The Special Educational Needs Coordinator (SENCo) is responsible for managing and coordinating the support for children with special educational needs, including those who have Education, Health and Care Plans (EHCPs).

They also provide professional guidance to staff and work closely with parents/carers and other services that provide for children in Voyage Learning Campus.

The key contacts at Voyage Learning Campus are:

Principal	Emma Gundry
SENCO	Lara Morawiec
Chair of Management Committee	Karen Worthington
Nominated Member of the Management committee for SEND	Karen Worthington
Designated Safeguarding Lead	Emma Gundry
Designated Person for Looked After Children	Rachael Hobson

Which children does Voyage Learning Campus provide for?

Voyage Learning Campus has three phases.

- Phase 1: Pupil Referral Unit for Key Stage 1 - 3 students
- Phase 2: Pupil Referral Unit for Key Stage 3 – 4 students
- Phase 3: Our medical tuition service

All the students at Voyage Learning Campus we assume that all of our students have special educational needs or additional needs because currently, they are not able to access mainstream provision. Some of our students have an EHCP when they join us or an application is made during their time with us. All our students are recorded as having a SEN need on the SEN register. For nearly all our students this is SEMH, the exception is when a student has other additional needs that need to be prioritised over SEMH. Only one need can be listed on the register.

We provide education placements according to a student's individual needs. It may be time-limited where the student is either supported to return to their own or another mainstream school. Or it may need a multi-agency assessment of their needs and a referral for an EHCP assessment to allow them to access more specialist education provision.

Voyage Learning Campus also provides longer term provision for some students, if they are not able to return to mainstream provision or a specialist placement is not needed.

Our school currently provides support primarily for SEMH

- **Social, emotional and mental health difficulties** – this includes attention deficit hyperactivity disorder (ADHD), attachment disorder, anxiety

However, we also are aware of the range of needs that students may have which will require additional and/or different support. This includes:

- **Communication and interaction** - this includes autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning** - this includes dyslexia, dyspraxia,
- **Sensory and/or physical needs** - this includes visual impairments, hearing impairments, processing difficulties, epilepsy

How we identify pupils with SEN and assess their needs

All students attend an initial interview with their parents or carers. During this interview we aim to have an open and honest conversation about a student's strengths and difficulties in education as well as other factors which may affect this. Their next step is to take part in our induction programme, these are tailored to the specific phases where students' needs and the duration of induction may vary.

During this time, we will assess new students using our baseline assessments. We will also utilise data from their previous schools and education settings. This enables us to have a clear view of their current skills and levels of attainment.

In addition, reports and communication with all involved external agencies, such as CAMHS, Educational Psychologists and Paediatricians will ensure we have an accurate picture of each

individual student.

At Phase 1 & 2, we include well-being and personal development assessments within our induction programme to allow us to identify where students may need targeted pastoral support, engagement or mentoring.

Students at Phase 1 & 2 are supported in their transition to the main teaching timetable by the student support team.

Once students start lessons within their phase, subject teachers will make regular assessments of progress and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Students' progress and needs are discussed regularly in phase meetings and regular high quality home to school contact links via phone calls, home visits/school meetings and emails are consistent – this allows Voyage Learning Campus to identify early signs that a student needs additional SEMH support.

If progress or a need is identified, a pastoral support plan (PSP) will be drawn up with desired outcomes, including the expected progress and attainment, and also the views and the wishes of the student, parent or carer. This will be reviewed regularly and will be used to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How we consult and involve students and parents or carers

The school offers a high level of pastoral care both for students within the school day and when maintaining the home to school link. Parents and carers are actively encouraged to be partners with the Voyage Learning Campus..

All students are assigned a key tutor who speaks to parents and carers on at least a weekly basis about successes, progress and targets.

Parent and carer reviews are held 2 times per year to be kept up to date with their child's progress. They also receive data reports of their child's progress 3 times per year as well as the annual end of year school report.

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

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents or carers concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be made on a Pastoral Support Plan (PSP). This is added to their school record and a copy given to their parents.

We will always notify parents and carers when it is decided that a student will receive SEN support.

How we assess and review students' progress towards outcomes

Voyage Learning Campus follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

All students have some SEN due to the nature of our provision. All pupils are taught in small groups with access to additional adult support.

Our graduated approach to SEN support is as follows:

- Quality First Teaching
- Time-limited or one off support for SEMH or learning needs (in a small number of circumstances it may be ongoing)
- Regular interventions outside of class
- Involvement of outside agencies such as Educational Psychology or Advisory Teachers
- Referral for assessment from Community Paediatricians
- Request for an Education Health & Care Plan (EHCP) assessment

Subject leaders, as well as the SENCO, analyse the assessment data provided by subject teachers termly to monitor progress and identify areas where further intervention or support is needed. The Senior Leadership Team (SLT) is involved in overseeing the tracking of the data and ensuring that progress is being made. Non-academic progress is also monitored and reviewed through our online system CPOMS. This allows us to track improvements in managing behaviour and address any areas of concern. This will all be shared with parents, carers and students at review meetings.

Our pastoral support plan (PSP) is designed to support students when assessing and reviewing their progress, specifically when there is a need for more regular conversations between school, student and their parent or carer. This could be as the student prepares for a reintegration back into mainstream school, if they are undergoing statutory assessment so that they receive an Education Health and Care Plan (EHCP) or if there are increased concerns around their progress or behaviour. Depending on this, it could be the Principal, Phase Lead, key tutor, SENCO or SFLO that is involved in the plan.

All teachers and support staff will be made aware of the individual needs of students, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The PSP will be regularly reviewed to see the effectiveness of the support and interventions and their impact on the student's progress.

Students with an EHCP will have an Annual Review each year to look at the needs and provision specified in the EHCP, and deciding whether these need to change.

Additionally, there may be some students who have a number of different agencies working alongside them. Where this is the case it may be necessary for parents or carers to attend Team Around the Child meetings (TACs).

In the current situation where Covid-19 remains a concern, some of these meetings may have to happen virtually. This will usually be via Microsoft Teams or telephone.

How we support students moving between phases and preparing for adulthood

Our aim for Phase 1 and KS3 at Phase 2 is to reintegrate them back into a mainstream or a specialist provision. Students without EHCPs will work closely with our integration workers on preparing for this transition. Many students will continue to be supported by VLC once they have reintegrated back into mainstream school through our Outreach and Engagement worker.

Students with an EHCP will be supported by the SENCOs and Education Inclusion Service to find an appropriate school place.

The SENCOs and Phase Leads will liaise regularly with parents and the local authority as well as the identified school. Information will be shared with the school and there will be opportunity for the student to visit the school supported by a member of staff to prepare for this transition. At the beginning of the transition period, the Engagement workers at Phase 1 and 2 are able to continue offering support to students in their new education setting.

We will share information with the school, college, or other setting the student is moving to but we will agree with parents, carers and students which information will be shared as part of this.

Our approach to teaching pupils with SEN

Quality First Teaching is our first step in responding to our students. This will be differentiated for our individual pupils.

All teachers are responsible for using a range of strategies and resources to make sure that students enjoy and achieve within the classroom. We aim to extend students and create opportunities for not only gaining curriculum knowledge but developing the necessary skills to be lifelong learners.

Information about a student and their specific needs is shared with relevant staff. This ensures that teachers are able to plan lessons that will be delivered at an appropriate level so that the student has the best possible chance of making progress. The curriculum is broken down into small achievable steps in all areas with opportunities for repetition and consolidation of learning when necessary. The student support team support both within classes, small groups and 1-1.

We offer the following interventions:

- 'This Reading Thing' Reading Intervention
- Phonics Building
- TRUGS Spelling Programme
- Touch typing
- Catch Up Numeracy
- Social Skills & Communication Skills – this is comprised of 'The Talk About Programme' and 'Social Detective'
- Nurture group to build on basic skills and improve students negative perception about education
- Thrive based therapeutic 1-1 or small group programme
- Tailored CBT based interventions based on the SEMH needs of the child. These cover

topics such as anger management, anxiety, stress and self-esteem and use blended programmes from the Gremlin programmes and in house resources

- Engagement Sessions – these are time limited 1-1 sessions aimed at students who are either at risk of becoming CME or disengaging from learning
- ADHD Support Sessions
- Theraplay
- Thrive

Adaptations to the curriculum and learning environment

At Voyage Learning Campus, ALL teachers are teachers of SEND. We believe that all students deserve access to a broad and balanced curriculum which is differentiated to their own needs, as we realise that all students learn in different ways. Therefore teachers try to incorporate different learning approaches into their lessons. Some respond better to hands on enjoy hands-on learning with regular movement breaks. Our student support team work through the breakfast club, lunch and break times to provide additional nurturing and social opportunities. At Phase 1, a daily social game programme has been developed using Theraplay.

Each phase has an adapted learning environment to suit the needs of the students such as therapeutic spaces and recovery rooms. We offer a range of areas for practical hands on learning such as the motor workshop, kitchen and art studios.

Some students follow EP designed curriculums specifically created for students suffering from anxiety relating to learning and either internalise or externalise this.

We are aware that for some of our students they need a differentiated environment this is why we offer work related learning placements and home learning through our online platform.

Additionally, there are some students that need a bespoke curriculum to allow them to engage with learning.

What additional support do we have for learning?

The student support team supports students across all three phases.

This can be:

- On a 1-1 basis delivering interventions
- Within a small group
- Student support within a class or activity.

Our team consists of:

SENCO	Lara Morawiec
Specialist Advisory Support HLTA	Karen Evans
Interventions Teaching Assistant – Phase 2	Chloe Daniels
Interventions Teaching Assistant – Phase 3	Megan Holmes
Engagement and Outreach Worker – Phase 1	Hannah Belcher
Engagement and Outreach Worker – Phase 1	Michelle Blackborrow
Engagement and Outreach Worker – Phase 1	Claire Havard
Engagement and Outreach Worker – Phase 2	Beverley Lane
Engagement and Integration Worker – Phase 2	Sara Steele
Learning Support Assistants	Lidea Barton Bethanie Barker Anna Blackshaw Helen Jones Jarred Shears Tracy Shears

And with the additional support of Tania Phillips, the Family & Student Liaison Worker

We also work with external agencies to provide support for pupils with SEN - they work with the students both in and out of school settings

Expertise and training of staff

We have a whole school focus on making sure that all staff are trained in our core education values which are based on delivering education under the following three principles:

- Trauma/ACE informed approach
- A Thrive approach
- Placing Mental Health and Wellbeing at the heart of the school

All our teaching and student support staff are skilled in working with young people who display a variety of Special Educational Needs. The senior leadership team work hard to ensure that teaching is of a high standard and training is delivered to ensure that teachers are consistently kept up to date with any developments in education.

Staff will also receive specific training in their subject area from their Faculty Leads. We have a shared vision at school that any individual training which is undertaken should benefit the whole school so we ensure that there is always opportunity to cascade it across the school so all staff and young people benefit it.

How do we evaluate the effectiveness of our SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress against national expectations and their baselines
- Reviewing the impact of time limited interventions after 12 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

How do we provide support for improving emotional and social development

Staff across the phases are experienced in working both with young people who display challenging behaviour and experience difficulties in managing their emotions and those who internalise their emotions. Through both our key tutor work and PSHE curriculum, students are encouraged to reflect and build on their emotional resilience.

Where students continue to experience difficulties managing their emotions, they may be offered 1:1 sessions with our Engagement workers. This provides them with a space away from the group to work intensively with a skilled mentor for a fixed period of time.

Some young people require specialist support to help them deal with the difficulties they are facing. Where this is the case they will be referred to CAMHS. This will be discussed with you and your child before this referral takes place.

We encourage students to form positive relationships with one another. This is done through our social curriculum. Onsite we encourage the students to play games and join in conversation during unstructured times. We encourage students to arrive at school 8:45 am where they have the opportunity to have breakfast. Through the year we run activities which are designed to develop

social skills and promote emotional wellbeing. These include a selection of sporting, team building and confidence building activities.

The Student Voice is very important at Voyage Learning Council and our school councils meet regularly. Their opinion is always taken into account and has provided useful insight and suggestions when changes have been made.

Phase 1 use the Thrive Approach and are working to become a Thrive Ambassador School / Centre of Excellence. The Thrive philosophy is embedded throughout the teaching and there is a staff CPD focus this year for this philosophy to be shared across all the Phases. Additionally, the Phase 1 Outreach team works with schools to provide advice and support in preventing 'pre-PEXd' students from becoming excluded. They also support student transitions to and from other settings as well as support mainstream settings to support their students with SEMH needs by sharing best practice.

How do we work as supportive partners with other agencies

As part of our graduated approach to SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met.

We will always involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of students at a similar age despite evidence-based SEN support delivered by appropriately trained staff.

Specialist support may include help from:

- Educational Psychology – our allocated EP is Dr Sam Bougourd
- Enhanced Provision Team
- Community Paediatrics
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Team – our allocated nurse is Katherine Maleham
- Local Authority Advisory Teachers
- Post-16 Transitions Worker (EHCP only) – Becky Yallop
- Occupational Therapist
- Speech and Language Services
- Substance Advice Service (SAS)
- External mentoring and alternative provision curriculum provider
- Youth Offending Service (YOS)
- Social Care

We may involve specialists at any point to advise on early identification of SEN so that we can provide effective support and interventions. We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's or young person's progress.

Together, it will be agreed what the needs of the student, responsibilities and the outcomes to be achieved through the support including a date by which it is reviewed.

Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by a Local Authority, we will work closely with the other relevant professionals involved in the child's or young person's life as a consequence of being looked after.

How can parents and carers make a complaint about our SEN provision

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can use Complaints Policy and Procedure (available on the website).

Contact details of support services for parents of pupils with SEN

- **North Somerset Council Education Inclusion Service**

<http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=k8ox1G38sYI>

Town Hall, Walliscote Grove Road, Weston-super-Mare, BS23 1UJ.

Tel: 01934 634854

- **S.A.Y - SEND and You (previously known as Supportive Parents)**

<https://www.sendandyou.org.uk/>

Tel: 0117 989 7725 Helpline: Mon – Fri 9:30 – 4:30

Email: support@sendandyou.org.uk

Information and support for parents and carers of children and young people with any type of Special Educational Need. **The service is free, confidential and impartial**

They can support with paperwork for meetings, reading or responding to letters and reports, statutory assessments, written contributions, reviews and planning. They run free SEND courses and workshops for young people, parents and carers and also offer support groups and surgeries.

Contact details if you wish to raise concerns

The first port of call for sharing concerns is the student's key tutor. They will attempt to address any difficulties parent, carer or student may be experiencing in relation to their education.

Concerns can also be raised with each Phase Lead.

- Phase 1 – Christina Perry
- Phase 2 – Rachael Hobson
- Phase 3 – Nicola Young

If it is felt that this does not lead to a satisfactory result then concerns can be raised with the Principal, Emma Gundry.

The Lead for the Education Inclusion Service in North Somerset is Wendy Packer. She should be contacted in the event of a concern that is you feel has not been addressed adequately by the school.

The Local Authority's 'Local Offer'

The Local Offer helps children, young people and their parents and carers to understand what services and support they can expect from a range of local agencies - including their statutory entitlements.

North Somerset County Council's local offer is published here:

<https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/site.page?id=szkgL83PAFA>