

## SEN INFORMATION REPORT



Name of School / Academy	Voyage Learning Campus
Name of SENCO	Ruth Exley
Contact detail of SENCO	<a href="mailto:ruth.exley@voyagelearningcampus.org.uk">ruth.exley@voyagelearningcampus.org.uk</a> 01275 866999

### What kinds of additional needs is provision made for at this school?

The Voyage Learning Campus is a fully inclusive school which works tirelessly to ensure that all students achieve their potential and prepare for a successful return to school, or on to post 16 education and training. We work to develop our students personally, socially, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. All students at VLC are on the SEN Register as K-SEN support.

#### **The Code of Practice defines SEN as:**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age.  
or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

These needs can be classed as

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

### How does the Voyage Learning Campus identify the individual needs of students?

- Students on entry to the Campus are subject to a rigorous and accurate baseline assessment.
- The Campus utilises data from previous schools and education settings to enable us to have a clear and accurate view of the current levels and progress of each student.
- Reports from external agencies, such as CAMHS, Educational Psychologists and Paediatricians ensure we have an accurate picture of each individual student.
- Each student has targets in place. Students, parents/carers and Centre staff work together to set measurable targets.
- Reviews 3 times per year feed back to parents/carers on each student's progress and set targets.
- Where a student is not making expected progress interim reviews are held.
- Student progress is discussed weekly in each Centre's staff meetings.
- Each Centre tracks every student's progress, at least 3 times per year, and identifies students who are not making expected progress.

How does the Voyage Learning campus make provision for students with Special Educational Needs (with or without an EHCP)?

**Provision is planned through:**

- Assessment of needs.
- Discussion with staff, parents/carers, student and other professionals as appropriate.
- Providing IEPs, Student Passports or Behaviour Support Plans.
- Reviewing the impact of provision.

**Provision is delivered by:**

- All teachers who aim to provide 'quality first teaching'.
- The SENCO and 2 assistant SENCOs.
- Teaching Assistants.
- Other professionals including Educational Psychologists and CAMHS.

**Teachers and Support Staff are fully trained in a wide range of interventions including:**

- Rapid reading.
- Differentiation.
- Thrive.
- Theraplay.
- Dyslexia screening and support.
- Social Skills.
- Mentoring.
- Life skills.
- Behaviour management.
- Phonics teaching.
- Literacy interventions.
- Attachment disorder work.
- Maths interventions.
- Therapeutic working

This training is regularly updated and expanded.

How does the school adapt the curriculum and learning environment for students with Special Educational Needs?

The Voyage Learning Campus adapts the learning environment to meet individual student's needs where possible. Each Centre within the Campus adapts its learning environment to suit the needs of the students in differing key stages. For example through the use of therapeutic and calming spaces/rooms, quiet working areas and 1 to 1 support rooms. We also offer a range of practical areas such as motor vehicle, art and kitchens. The learning environment is also adapted to provide for off-site activities such as forest schools, cultural and community visits.

The curriculum at the Voyage Learning Campus is adapted by differentiation across all subjects. In addition, some students at Tuition follow a curriculum specifically designed for students suffering from anxiety relating to learning – The Learning Tier.

What additional support for learning is available to students with Special Educational Needs?

The Campus provides various interventions and support that meets the individual needs of the

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student. Students who may require higher levels of support have access to appropriately trained support staff. External agencies such as CAMHS, Education Psychology, and the Education Inclusion Service are consulted when necessary and provide additional support to our students.

What support is available for improving the emotional and social development of students with Special Educational Needs?

Each student has a Key Tutor who has regular contact with home. The student and Centre staff work together to draw up targets which include developing their social and emotional skills. Students receive feedback in individual lessons, weekly in tutor time and at their reviews 3 times per year. Each student knows their targets and the strategies needed to achieve them. This process is rigorous and ensures that students are identified early, enabling a range of interventions to be put in place. These can be within the Voyage Learning Campus or from external specialists such as CAMHS, Education Psychology support, Therapeutic re-engagement programmes, Forest Schools and therapies. Our Primary Centre also has teachers specially trained in Thrive and Theraplay.

Who will be co-ordinating the support for my child at school?

Ruth Exley – VLC SENCO  
Ashlee Copeland – Assistant SENCO (Primary and Key Stage 3), VLC Nailsea  
Lara Morawiec – Assistant SENCO (Key Stage 4), VLC Weston  
Leslie Turnbull – Assistant SENCO (Key Stage 4), VLC Weston – Temporary maternity leave cover

What arrangements are there for consulting and involving parents/carers of students with Special Educational Needs?

Parents and carers are actively encouraged to be partners with the Voyage Learning Campus. Key tutors speak to parents/carers on a weekly basis, discussing progress and student targets. Each student has a review 3 times per year where parents and carers have input into the student's targets and are kept up to date with their child's progress. Parents and carers are fully involved in the reviews of their child's progress. The Campus ensures parents and carers receive data reports of their child's progress 3 times per year. This is further supported through the annual student report.

What are the arrangements for consulting students with Special Educational Needs about, and involving them in, their education?

The Voyage Learning Campus follows a child centred approach. All students, regardless of Special Educational Need, are aware of their next steps. All students have clear targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. Each student has input to their targets and evaluates their own progress towards these targets. Students with an EHCP are fully involved in their Annual Reviews which follow a Child Centred Approach.

What are the arrangements for parents/carers of students with Special Educational Needs who may wish to complain about the provision?

Parents/carers who wish to complain are strongly encouraged to speak initially to the Head of the individual Centre or the Campus Principal regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Principal the parent would be directed to the schools complaints policy which can be found on the school's website: [www.voyagelearningcampus.org.uk](http://www.voyagelearningcampus.org.uk).

How does the Campus Management Committee involve Health, Social Services, LA Support

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Services and others in meeting the needs of students with Special Educational Needs and supporting their families?

In order to meet the individual needs of a student the school will work with and seek advice from the Education Inclusion Service. This could include support from Educational Psychologists or Advisory Teachers. Health colleagues are requested to support when required. The Campus is committed to support each student's academic and social progress and works within a multi-agency framework to achieve this.

What are the contact details of support services for the parents of students with Special Educational Needs?

### **North Somerset Council Education Inclusion Service**

Address: Town Hall, Walliscote Grove Road, Weston-super-Mare, BS23 1UJ. Tel: 01934 634854  
<http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=k8ox1G38sYI>

**Supportive Parents:** [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk) – Tel: 0117 989 1185

**KIDS:** [www.kids.org.uk](http://www.kids.org.uk) – Tel: 0117 947 6111

**Our Voice Counts:** - **Address:** 6 Beaufighter Rd, Weston-super-Mare BS24 8EE. Tel: 07852 660670

What are the school's arrangements for supporting students with Special Educational Needs in transferring between phases of education?

The Campus consults parents/carers as to how we can best meet the emotional needs of the student during transition phases. We also work with teaching staff, support staff and other lead professionals to support the academic, medical and social needs of the student at this time.

North Somerset Council Education Inclusion Service help the Campus to plan and ensure smooth transition for students between provisions. A reintegration support worker is available to support students when reintegrating to school.

At Key Stage 4 close co-ordination between the Campus and Post 16 providers, predominantly Weston College, ensures students are fully equipped and supported to make transition into college courses. Students with an EHCP have access to Post 16 Transition Advisor, Becky Yallop.

We also ensure that the student and parents/carers have the opportunity to have supported visits to the new provision.

Where is the local authority's local offer published?

On the North Somerset Council website: [www.n-somerset.gov.uk](http://www.n-somerset.gov.uk)

Other useful links: [www.dfe.gov.uk](http://www.dfe.gov.uk)

Voyage Learning Campus website: [www.voyagelearningcampus.org.uk](http://www.voyagelearningcampus.org.uk)

<b>Date of report</b>	November 2019	<b>Date of Review</b>	March 2020
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