

Vyners School

Local Offer



Vyners School Local Offer is information for parents/carers of children who have Special Educational Needs (SEN) and all those who support children with additional needs. This information outlines the support and provision they can expect to receive.

The core offer

At Vyners, high quality teaching differentiated for individual students is the first step in responding to students who have or may have SEN. We believe, in line with the SEN Code of Practice 2014 that additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students at Vyners can make progress through such teaching. We regularly and carefully review the quality of teaching of all students including those at risk of underachievement; this includes reviewing teachers understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs they most frequently encounter. Therefore, it is our aim that all work within the class room is pitched within the appropriate level so that all students are able to access the curriculum according to any individual need. We know that the benefit of this type of differentiation is that all students can access a lesson and learn at their level. Student progress is regularly assessed through formative approaches that happen in the classroom and through summative assessment published in regular progress checks.

The additional offer

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. This provision is deemed additional to or different from the core offer that is made for all students. Students have SEND 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 at Vyners School. In line with the Code of Practice 2014, SEN and provision falls under four broad areas.

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, mental and emotional health
- 4) Sensory or Physical

Where a student at Vyners School has a Special Educational Need they will be placed on the school's Learning Support Register. This is a fluid document that is regularly reviewed and placement on this register can be short or long term. The Learning Support Register highlights student need and strategies for implementation in the classroom and therefore, not all students identified as having SEN will access the Vyners School additional offer. Only students accessing the additional offer will be subject to an Individual Learning Plan which will indicate specific outcomes of the programmes of intervention that they follow.

Vyners Additional Offer

Social Skills programmes
Speech and language programmes
Mentoring activities
Programmes to support Occupational Therapy/Physiotherapy
Behaviour Modification Programmes
Literacy and Numeracy Programmes
Support/supervision at unstructured times of the day including personal care
Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports
Access to Medical Interventions

The Hearing Impaired Specialist Resource Provision

Vyners school has a specialist resourced provision for students with statements/EHCP who have the primary need of Hearing Impairment. Admission to the HIRB is made via the Local Authority in which the child resides. We currently have students from Hillingdon and other Local Authorities attending this provision. The Hearing Impaired Resource base has two Teachers of the Deaf and a team of Learning Support Assistants. The base is also supported by a specialist Speech and Language Therapist. The base is an auditory oral one where students are not expected to use BSL.

Frequently asked questions

<p>How are students at Vyners identified as having SEN?</p>	<p>Liaison with a previous school. Child performing below age expected outcomes. Concern raised by parents. Concern raised by a class teacher. Liaison with external agencies or a health diagnosis that presents a barrier to learning. Internal assessment by the Learning Support Department.</p>
<p>How will I raise concerns if I need to?</p>	<p>The first port of call is always your child's form tutor. The form tutor will communicate your concerns with subject teachers and where necessary the SENCo. We pride ourselves in building positive relationships with parents.</p>
<p>How will my child be supported during times of transition?</p>	<p>The transition team will liaise with primary feeder schools to ascertain a student's needs and how these might best be met during the transition phase. For some students there is an enhanced induction programme that begins when they are in Year 6. Students moving from KS3 into KS4 will be supported in their option choices and the best curriculum pathway for them will be discussed with you. The Learning Support Department assist students in applying for the VI Form or appropriate college courses at the end of KS4.</p>
<p>How will the school support my child?</p>	<p>The SENCo oversees support that is additional to and different from what teachers are expected to implement with high quality teaching. Support that is additional to and different from varies from child to child. Most students' needs will be met with high quality teaching in the classroom but if a student presents with needs requiring support that is additional to and different from this, the SENCo will inform parents of the proposed support.</p>
<p>How are the school's resources allocated and matched to student need?</p>	<p>The school ensures that the needs of all children who have SEN are met to the best of the school's ability with the funds available. A team of Learning Support Assistants are funded from the SEN budget to deliver programmes to groups or individuals. The budget is allocated on a needs basis and students with the most complex needs are given the most support.</p>
<p>How will the school communicate with me about my child's SEN?</p>	<p>Parents of students accessing the school's additional offer will be invited to attend a student progress meeting with a member of the Learning Support Department once a term. Parents of student's on the Learning Support Register who are not accessing the additional offer are welcome to discuss their child's progress informally.</p>
<p>What specialist services and expertise are available at or accessed by Vyners School?</p>	<p>We link with other external agencies such as; CFACS, Educational Psychology, Speech and Language Therapy, Occupational Therapy. In school we have a qualified Specific Learning Difficulties teacher and a member of staff trained in the assessment and report writing for specific learning difficulties. The school has a counsellor, Pastoral Mentor and Pupil Premium Co-ordinator.</p>
<p>How accessible is Vyners School?</p>	<p>While we make every reasonable adjustment possible, the school is not suitable for students who are unable to attend to stairs. As a school with a specialist resourced unit for hearing impairment, there is sound field throughout the school.</p>