



## **VYNER'S SCHOOL SEN INFORMATION REPORT 2020-21**

Please note that at the time of writing this report (September 2020), Covid safety restrictions are in place which is restricting the ability to provide interventions out of the classroom setting. The lockdown situation also negatively impacted the usual transition procedures for students coming up from primary schools and the enhanced induction programme usually offered to certain targeted students was unable to take place. Despite this, we did the best we could under the circumstances to work with our feeder schools to gather information about our new Year 7 students in order to ensure they settle in well.

Vyners School supports the inclusion of all students including those with Special Educational Needs. This report includes all the information required as set out in the Special Educational Needs and Disability Regulations 2014 and in accordance with the SEN and Disability Code of Practice, 2014.

(6.79 the Code of Practice 2014)

- The school supports students with a variety of physical, sensory, learning, emotional and mental health needs. The school is not a fully accessible building and there are therefore some restrictions regarding meeting the needs of some physical difficulties. The school is a fully inclusive hearing impaired environment with sound-field speakers in all classrooms, areas of acoustically tiled classrooms and extensive carpeting. The school supports a student with total visual impairment. Staff have regular training in meeting the needs of SEND students. Staff are regularly supported by the SENCo in meeting the additional needs of students.
- Students are identified as having additional needs in a variety of ways. Students, particularly those with physical and sensory needs, are supported while transitioning to school because staff work with external agencies to ensure that students' needs are anticipated and met. The SENCo meets with key staff in the primary school prior to transition to ensure that students with additional needs are recognised early and that support for them is in place. Where students are in receipt of Educational Health Care Plans, or present with more complex needs, the school meets with parents and professionals prior to the September when they start school. These students are also subject to an enhanced induction programme if appropriate. In line with the school's SEND policy, teachers are responsible in the first instance for implementing quality first teaching. Where students still fail to make progress they may implement or recommend Wave 2 interventions for students. In a few cases the school will seek the advice of external agents like the Educational Psychologist or make referrals to Health services. The school implements the Assess, Plan, Do and Review model. Assess: the class teacher and SENCo clearly analyse a student's needs before identifying a child as

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needing SEND support. Plan: parents are notified whenever it is decided that a student is to be provided with SEN support. Do: the class or subject teacher remains responsible for working with the child on a daily basis and retains responsibility for the student's learning and progress. Review: the effectiveness of the support is reviewed in line with an agreed date.

- Parents of students with SEND are invited to attend a workshop in the autumn term – the workshop is based around key strategies for supporting their children and how best parents can work in partnership with the school. All parents of SEND students complete a questionnaire in the autumn term about concerns they have and how best they feel their child can be supported. Students who have Educational Health Care Plans are fully involved in the review process with their parents. All students with special educational needs complete an “All about Me” profile and this is updated when necessary. This gives students with additional needs the opportunity to celebrate their strengths and to be involved in the vision for their future and support that they feel would benefit them. The Learning Support Department runs an open door policy and parents can request a meeting with the SENCo, Ms S Kendall.

- All students are subject to discussion at both pastoral and subject Line Management meetings and particular focus is on students from vulnerable groups including those with additional needs. Success towards outcomes for students with additional needs is tracked using classroom data, teacher observations and data from Wave 3 interventions. Students' progress is reviewed and decisions discussed with parents and students regarding next steps.

- Students with additional needs are well prepared for transition between phases. For example students transitioning to college at the end of KS4 could be subject to an enhanced induction programme with additional visits to the new setting and information sharing between education providers. SEND students are guided to use their voice and take an active part in the options process as they transition between KS3 and 4.

- The school has adopted an inclusive approach to meeting the needs of all students. This begins with quality first teaching. The school works collaboratively to identify the features of quality first teaching and it is embedded in classroom practice. To this end, it is intended that the majority of students will spend the majority of their time in class with their peers supported by appropriate differentiated tasks. For those students who require support that is additional to, and different from, the ordinarily differentiated curriculum, interventions run during non-core lessons for a set amount of time, e.g. a term. After this students usually return to their original timetable.

- Ms S Kendall (SENCo) is fully qualified in SEND in that she has the National Award for SEN Coordination. She is also qualified in testing and the application of access arrangements. The school commissions a private Educational Psychologist and Occupational Therapist.

- The school reviews the effectiveness of its SEND provision by considering pupil progress against starting points – classroom data and also intervention tracking. It seeks evidence of a qualitative nature from parents and students and works closely with other schools to moderate its provision.

- The School makes reasonable adjustments to ensure that children with SEND are enabled to engage in activities available to children in the school who do not have SEND. For example, risk assessments for students with physical and sensory disabilities enable them to be supported in activities such as the Duke of Edinburgh award scheme.
- The School has additional pastoral support in place for SEND students to ensure the progress of their emotional and social development. A wide range of support staff meet regularly with SEND students for mentoring sessions. This support provides an opportunity in addition to the ordinary school pastoral system, in which students have a voice and access to adult support.
- The School, when necessary, uses Early Help Assessments to gather a Team Around the Child when they are concerned about a child's emotional, physical well-being. The Child Protection Team in school will refer students believed to be at risk of harm and a single referral is used to procure the services of additional Speech and Language Therapy or Occupational Therapy input. The school works closely, when it is required to, with Advisory teachers, for example for students with Hearing Impairment. The school is aware of the

Local Authority Offer and directs parents to additional support in the Borough when necessary.

- The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting the needs of students. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

(6.80 the Code of Practice 2014) Children Looked After with additional needs are included in the arrangements for supporting all SEND students and the school liaises closely with carers, Children's Services and the Virtual School.

(6.81 the Code of Practice 2014) The School's SEND policy is available on the website along with a link to the Local Offer.

(6.82 the Code of Practice 2014) The curriculum is made accessible to SEND students firstly through quality first teaching. Where this is, on its own, not sufficient to promote inclusion and progress, teachers, students and parents work together to implement interventions that are additional to, and different from, the ordinarily differentiated curriculum. These form part of the assess, plan, do, review cycle.

(6.83 the Code of Practice 2014) The Schools information management system records data and types of need regarding students with SEND. This data is available to the local authority and is collected through the School Census.

Should you require any further information not included in this report please contact S. Kendall, SENCo, skendall@vynersschool.org.uk.