

# **SEND Information Report**

## **November 2021**

**Review date November 2022**

## **Special Educational Needs and Disabilities (SEND) Information Report**

### **The aims of Vyners School:**

Vyners School supports the inclusion of all students including those with SEND. This report includes all of 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.

The different needs of students are recognised and we use our best endeavours to meet their needs through a variety of means. The school has high expectations of all students and progress is rigorously tracked. Success is celebrated so that students become confident learners who can participate fully in the life of the school as well as in the wider community. Staff have regular training in meeting the needs of SEND students and every effort is made to ensure that every student makes progress and is well prepared for adulthood.

### **What kinds of Special Educational Needs and Disabilities are provided for at Vyners School?**

Our school currently provides and supports a range of needs within the mainstream classroom, including:

- Communication and interaction, e.g. autistic spectrum disorders, speech and language difficulties;
- Cognition and learning, e.g. dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, e.g. attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, e.g. visual impairments, hearing impairments and processing difficulties. The school is not a fully accessible building therefore there are some restrictions regarding meeting the needs of some physical difficulties.

### **How will my child's progress be assessed and reviewed?**

The school follows the 2014 SEND Code of Practice graduated approach. Students are initially identified as having SEND through liaison with partner primary schools. Students may also be identified during their time at Vyners School through staff observation or by referral from an outside agency. The graduated approach's four-part cycle of assess-plan-do-review is followed;

- Assess - subject teachers, Learning Support Assistants (LSAs) and the SENCo clearly analyse a student's needs before identifying a student as needing SEND support.
- Plan - required support is planned and parents informed that their son/daughter will be provided with SEND support.
- Do - high quality teaching from the subject teachers with high aspirations is key with possible additional interventions taking place.
- Review - the effectiveness of the support is reviewed and next steps are planned.

The graduated approach is overseen by the SENCo (Ms Sam Kendall - [HOW TO EMAIL THE SENCo](#)) in consultation with teachers, LSAs, parents/guardians and outside agencies where appropriate.

Students who do not make expected progress, based on accumulated evidence, may be placed on the SEND register. Parents/guardians are consulted before this decision is made. The SEND register is a fluid document and is regularly reviewed.

Success towards outcomes for students with additional needs is tracked using classroom data, staff observations and data from any interventions. Students' progress is reviewed and decisions discussed with parents and students regarding next steps.

### **How will be I consulted and involved in my child's learning?**

Where students are in receipt of an Education Health Care Plan (EHCP), or for those who present with complex needs, the school meets/speaks with parents and professionals prior to the student joining the school.

All students with SEND have a strategy list drawn up which is updated annually and shared with all school staff. The Learning Support Team is happy to meet with parents/guardians to discuss the support their child is receiving. Parents/guardians have the opportunity to meet with teachers annually at parents' evenings. However, parents may contact their child's subject teacher should they have concerns regarding progress in that subject area. Parents can phone and leave a message for subject teachers by calling 01895 234342, or email via this link [EMAIL A MEMBER OF STAFF](#). All students with EHCPs have annual review meetings.

### **How will my child be involved and consulted?**

All students at Vyners School are encouraged to take ownership of their learning through regular reviews and target setting in class. Should they receive any additional support they will be spoken to by the SENCo or a member of the Learning Support Team to discuss what support will be in place, why it is being put in place and how we

will measure its success. If your child has an EHCP their views will be sought via the annual review process.

### **How will you support my child to transition between different phases of their education and how will they be prepared for adulthood?**

Year 6 to 7 - staff visit local primary schools to liaise with SENCOs and class teachers and, where possible, attend annual review meetings for students with EHCPs.

Years 8 and 9 option process - students are given guidance to choose the best options for them.

All students have a meeting with the careers advisor, those with SEND often have a meeting a little earlier than the main student body and they can choose to have a member of the Learning Support Team present with them for this meeting if they wish. Students transitioning to college at the end of year 11 could be subject to an enhanced induction programme with additional visits to the new setting and information sharing between education providers.

### **What support is there for my child's emotional well-being?**

The school has additional pastoral support in place for students with SEND to support their emotional and social development. A wide range of staff meet with students for mentoring purposes. This support provides an opportunity, in addition to the ordinary school pastoral system, in which students have a voice and access to adult support. On occasions, mentoring is undertaken by an older student. When necessary, the school will use Early Help Assessments to gather a Team Around the Child when there are concerns about a child's wellbeing. The safeguarding team will make referrals to outside agencies if there are concerns regarding the safety of any student and the school recognises that students with SEND are particularly vulnerable.

### **How will my child be included in activities outside of the classroom?**

All students at Vyners School have access to the extra-curricular activities that are run. Where necessary, reasonable adjustments can be made, and additional support can be offered. The school offers a wide range of clubs and activities, both before and after school, which have been designed to appeal to a wide range of interests and abilities. These are accessible to all and we encourage students to join at least one.

**What training and specialist skills do the staff supporting children with SEND have?** Our SENCO, Ms Kendall, is fully qualified, holding the National Award for SEN Coordination. She is also qualified in testing and the application of examination access arrangements. Where relevant, the school will employ outside agencies to provide

training to the SEND team, and the staff at Vyners School, to robustly support the needs of all children with SEND

### **What do you do to make the school environment and curriculum accessible to all children?**

At Vyners School, high-quality differentiated teaching is the first step to access the curriculum for all students. The SEND Code of Practice 2014 is clear that 'special educational provision is underpinned by high quality teaching'. It is intended that the majority of students will spend the majority of their time in class with their peers supported by appropriately differentiated tasks. Staff work collaboratively to identify the features of quality first teaching and it is embedded in classroom practice. Where this is, on its own, not sufficient, teachers, LSAs, students and parents/guardians 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. For those students who require support in addition to the ordinarily differentiated curriculum, interventions will be run during non-core lessons for a set amount of time, e.g. a term, therefore some students in Year 7 and/or Year 8 may therefore receive extra English and mathematics in place of ethics, geography, history or MfL lessons at some point and then return to their original timetable once the intervention is complete. A small number of students follow a slightly reduced curriculum.

Vyners School is not a fully accessible building therefore there are some restrictions regarding meeting the needs of some physical difficulties.

Students who are looked after by the local authority and have SEND are included in the arrangements for supporting all SEND students and the school liaises closely with carers, Children's Services and the Virtual School.

Access arrangements for external exams are put in place for those students who meet the criteria outlined by the Joint Council for Qualifications. You can find further information regarding access arrangements here:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

### **What specialist external services does the school use to help meet children's needs? How do you work together?**

The school works with a variety of specialist services and outside agencies. We work together, on a needs basis, to ensure the right provision and support for the children who attend Vyners School. The services we work with include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

- Vision Impairment Team
- Hearing Impairment Team
- Child and Adolescent Mental Health Services

Where we feel there is an additional need, the school employs private professionals who have a reputation for excellence in working with children with SEND in secondary schools. We buy in the professionals below to boost the support available to our students with SEND:

- Jane Hayward - Educational Psychologist
- Geraldine Pinnock - Occupational Therapist

### **What should I do if I'm unhappy with my child's support or progress?**

The school strives to work in partnership with parents to ensure a collaborative approach to meeting students' needs. Concerns about SEND provision should be made initially to the SENCo. If the matter cannot be resolved, it is then referred to the Headteacher through the school's Complaints Procedure which can be found here:

[https://www.vlt.org.uk/docs/policies/MAT\\_Complaints\\_Policy\\_18\\_December\\_2020.pdf](https://www.vlt.org.uk/docs/policies/MAT_Complaints_Policy_18_December_2020.pdf)

### **Where can I go for further advice and support?**

- Vyners School SEND policy can be found here:  
<https://www.vynersschool.org.uk/attachments/download.asp?file=2823&type=pdf>
- More information about Hillingdon's Local Offer of services and support for children and young people with SEN can be found here:  
<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>
- Hillingdon SENDIASS - SENDIASS (Special Educational Needs Disabilities Information Advice and Support Service) is a free, confidential and impartial service for parents and carers, children and young people up to 25 years. The Service provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with SEN and/or disabilities, about education, health and social care:  
<https://careandsupport.hillingdon.gov.uk/Services/130>