

VYNER'S SCHOOL SEN INFORMATION REPORT 2021-2022

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 014)

- 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.
- 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 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

1. Who are the best people to talk to at Vyners School about my child's difficulties with learning, special educational needs or disability?

- In the first instance, it is always best to talk to the student's tutorial teacher or subject teacher about your concerns. They may well refer you to the school SENCo.

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's subject teacher may initially contact you to discuss the concerns.
- The subject teacher may also talk to you about any issues at parents evening.
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.
- If the school is concerned about your child's learning, special educational needs or disability and are putting in some form of support to help your child access their learning, then the school will contact you to tell you about this support.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Vyners School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that your child's views on any difficulties they may experience with their learning form an essential part of the process.
- You will be able to share your views and discuss your child's progress with the subject teachers and other professionals.
- If your child has an identified special educational need you will be contacted, usually by the SENCo or a member of the Learning Support team, to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes.
- If your child has an *Education, Health and Care Plan* (EHCP), you and your child will both be encouraged to share your views at the Annual Review.

4. How does Vyners School ensure the teaching staff are appropriately trained to support students with special educational needs and/or disability?

- At Vyners School we believe that the learning needs of students will first be met through the high quality teaching delivered by her/his subject teachers. This will include quality assessment of needs, use of the strategies given by the SENCo and planning to meet needs.
- The school staff (teaching and support staff) participate in a wide range of professional development to ensure there is the appropriate expertise to support children with SEND. Staff have regular training in meeting the needs of SEND students and are regularly supported by the SENCo in meeting the additional needs of students. The school uses expertise from professionals within the school, advice and support from professionals from outside organisations and providers and accesses a wide range of external training opportunities.
- In response to particular needs, individual training is arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- At Vyners School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his subject teachers, who take responsibility for planning lessons to meet their individual needs.
- We carefully plan our curriculum to match the age, ability and needs and interests of all children.
- The subject teacher will, whenever necessary, adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies, use specific resources and adapt outcomes to meet your child's learning needs and ensure they are successful.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- The school provides a range of resources which can be used to adapt and enrich the curriculum for children with SEND. These include: resources for the development of fine and gross motor control, resources to support speech and language, a range of games to support emotional and social needs and practical materials to support learning needs.
- The school is able to make certain adaptations to the environment to cater for the needs of children with visual or hearing impairment.