

SEN Report

March 2017



“Teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff.” (CoP 6.5)

The Code of Practice places responsibility for SEND in the hands of class teachers. The SENDCO, which is a statutory role for the school, provides strategic guidance for staff, provides accurate identification of SEND and deliver precise interventions in partnership with mainstream teachers.

Cornelius Vermuyden places great emphasis on:

- Developing spiritual, social and moral core values for all members of the community
- Identifying, nurturing and monitoring individual talents and skills so that all students and staff can achieve their full potential
- Providing a secure, happy and purposeful learning environment in which the highest academic standards can be achieved and maintained
- Providing opportunities and challenges to encourage confidence, self-esteem, resilience and a true sense of self belief in personal achievement
Our greatest resource is our team of well-qualified, dedicated staff whose creative professionalism enables each student to flourish and realise individual potential.
- Cornelius Vermuyden School takes a whole school inclusive approach to pupils with special educational needs, recognising that the aims of the school are the same for all pupils, whatever their abilities.

The Children and Families Act, 2014 section 20 defines when a child has a SEN.”*when either they have a learning difficulty or a disability and they need special educational provision to be made for them.”*

Broadly the 4 areas of need are:

- 1. Communication and interaction
- 2. Cognition and learning
- 3. Social, emotional and mental health difficulties
- 4. Sensory and/or physical needs

Policies for identifying children and young people with SEN and assessing their needs

Current 'stages' process:

- Liaison with Primary Feeder to discuss current level of support upon transition
- Mid-year transfers uses information from previous school, if available, plus school tests
- Teacher raises query with the Director of Inclusion /Head of Year and records concerns (stage 1)
- Evidence gathered (Stages 1-7)
- The Director of Inclusion will observe the pupil in subject area

Suggested strategies are put in place by the Class Teacher and reviewed after next assessment date. High Quality Teaching (HQT), will always be the first point of call prior to a 'Special Educational Needs' profile.

The Head of Year and Subject Leaders will also track pupils after every report cycle and have their own interventions at their disposal.

Special Educational Needs and provision can be considered as falling under four broad areas (further information page 5):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

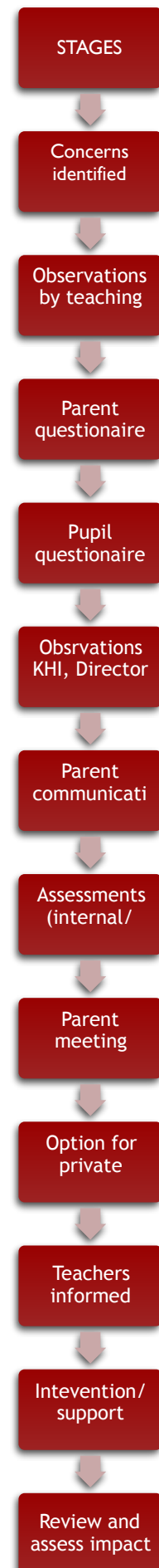
The school will work closely with the pupil and their parents to identify what support is needed, specific barriers to learning and understand why a student may not be making expected progress, stages 8-10).

Using all information gathered, a 'Student Learning Plan (SLP)' will be written outlining key aspects of the support required. Teachers will use the SLP to inform HQT and in turn improve access to learning.

We will then seek to put in place appropriate 'provisions'/ interventions (stages 10-11) including:

- Small group work
- Accelerated + Reader
- Paired reading (older/younger students)
- Input from Specialist Teacher (where necessary)
- Lexia (digital learning resource)
- Breakfast club
- Homework support club
- Focus group sessions
- Specialist equipment
- Exam access arrangements

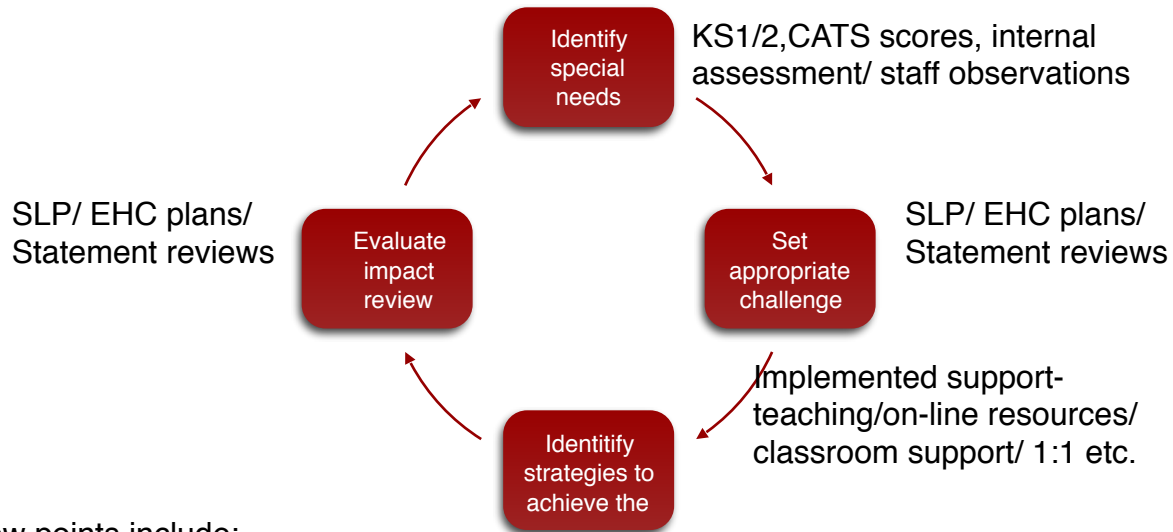
All interventions are monitored and evaluated for the effectiveness of their impact. See cycle of improvement, stage 12. The school follows a system of 'Plan, Do, and Review'.



The Cycle of Improvement

Identification, assessment, support and review

High Quality Teaching needs to be the essential element in the education of all pupils we serve. Where additional needs are identified, it is essential that we work through a cycle in order to identify needs, aspirational outcomes, strategies and achievements.



Review points include:

- Assessments at start and end of targeted interventions
- Reading and spelling tests at key points for groups of students
- Classroom observations
- Feedback from Teachers, Teaching Practitioners and students
- Statutory SEN reviews
- Student Learning Plan/ EHC plans

The Graduated Response

The Special Educational Needs and Disability Code of Practice is used by the school to inform a graduated response identifying and meeting pupils' needs.

Pupils needs will be assessed and the appropriate level of support implemented. Support provided will fit in to one of three levels:

1. High Quality Teaching (HQT)
2. Additional School Intervention and Support (building on High Quality)
3. High Need

Further information available: Essex Provision Guidance Toolkit

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

- School's PHSE Programme and Careers Guidance/Education (EHCP only)
- Alternative KS4 Curriculum Provision with focus on confidence, team and life skills
- Personalised KS4 Programmes
- Professionals Meetings

The approach to teaching children and young people with SEN

Cornelius Vermuyden takes a whole school inclusive approach to students with SEN and all students follow a broad range of curriculum subjects. Special educational provision that is additional or different from this is provided mainly through in-class interventions and support, HQT.

School based training in a range of SEN is provided for all staff (teaching and non- teaching). Additional provision and support is available for individual pupils and small groups (see provision/ interventions page 6)

In Key Stage 4 a small number of pupils have a reduction in the number of subjects studied. In place we offer 'Alternative Educational Studies' that provide opportunity to improve skills for life and work on aspects of their individual identified SEN needs. Alternative Education courses include:

- ASDAN COPE
- AQA Unit Award Scheme
- KS3 Years 7 & 8 Nurture Group
- Identified small group with differentiated curriculum

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

The school works hard to ensure that no student one disadvantaged in terms of facilities and equipment depending upon need. To ensure that we achieve this goal we work with outside professionals such as the Specialist Teacher Team. Our broad approach here is captured in our equality and disability policies that are available on our website or upon request.

Equality Policy and Disability Access Policy

- Access to laptop technology
- Specialist PE equipment
- Specialist consideration for exam
- Partnership arrangement with local Special Schools
- Disabled Toilets
- Ramps and lifts
- Modified furniture
- Radio aids for hearing impaired
- Access to specialist input e.g. HI, VI and PNI.

How can I access additional support?

See the Essex County Council Directory online, including their 'Local Offer' or your appropriate county council. We can direct parents to a range of support groups and agencies if necessary. Should you require any further information, please don't hesitate in contacting The Inclusion team.

Mrs K Hibben BA(hons), Director of Inclusion
khibben@corver.rmplc.co.uk
01268 685011

Mrs C Bonham, Governor link
cbonham@corver.rmplc.co.uk

Mrs L Hawkes, SEN Administration
lhawkes@corver.rmplc.co.uk

