

SEND Policy and Information Report

Cornelius Vermuyden School



Approved by:	Full Governing Body	Date: Autumn 2020
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1. Aims

Our SEN policy and information report aims to:

1. Set out how our school will support and make provision for pupils with special educational needs (SEN)
2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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 ^[L]_[SEP]
- Providing a secure, happy and purposeful learning environment in which the highest academic standards can be achieved and maintained ^[L]_[SEP]
- Providing opportunities and challenges to encourage confidence, self- ^[L]_[SEP]esteem, resilience and a true sense of self belief in personal achievement ^[L]_[SEP]Our greatest resource is our team of well-qualified, dedicated staff whose creative professionalism enables each student to flourish and realise individual potential. ^[L]_[SEP]

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.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs K Hibben

They will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
Ensuring they follow this SEN policy

5. SEN Information Report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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 (
- Evidence gathered
- 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.
- 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
- 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

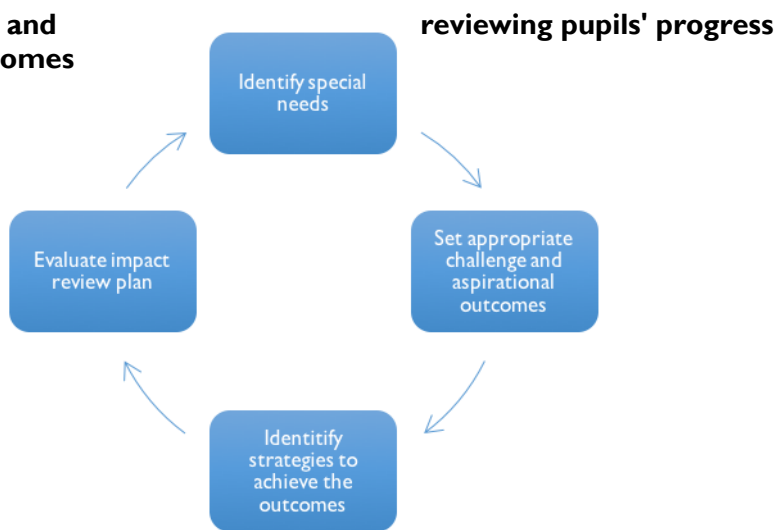
Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and towards outcomes



We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

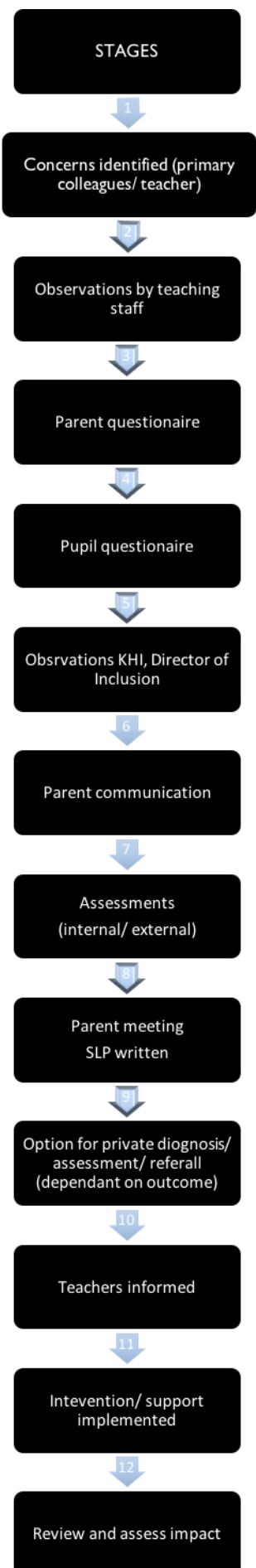
The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood



We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

In addition we will provide support to the pupil via the:

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

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

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).

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as:

- Access to laptop technology
- Specialist PE equipment
- Modified furniture
- Radio aids for hearing impaired
- Access to specialist input e.g. HI, VI and PNI.
- Specialist consideration for exam
- Partnership arrangement with local Special Schools
- Disabled Toilets
- Ramps and lifts
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 12 teaching assistants who are trained to deliver interventions.

Additional provision and support is available for individual pupils and small groups (see provision below) 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. Additional provisions include:

KS3

- **Transition programme to aid KS2 pupils**
- KHI engaged with Annual reviews and one planning in the primary setting
- LSA support on transition days
- 4 additional transition visits
- Parent communication and liaison

- Early one plan (within 2 weeks of starting)
- Meet the tutor evenings
- Mentor support (where required)
- Staff training
- Working with specialist teachers (High need pupils only)
- Pupils identified through KS2 SATS are provided with additional literacy sessions
- 1 hour per week literacy functional skills (to feed directly into KS 4 programme of study) in place of MFL
- KS2 SATS paper- week interventions
- Pupils identified through KS2 SATS are provided with additional numeracy sessions
- 1 hour Numeracy 'catch up'
- Maths Watch on-line intervention TBC
- **Structure of groups**
- High need pupils following KS2 bespoke curriculum
- Senior teachers leading b4 sets
- Handwriting
- Speed typing
- Accelerated Reader intervention (peer and LSA mentor)
- Lexia online literacy programme
- Lexonik

KS4

- Pupils identified through KS3 assessments are provided with additional literacy sessions
- Functional skills
- Bespoke curriculum according to need
- Year 9 and 10, small group intervention reading "Read with Me"
- Accelerated reader
- Reading and spelling sessions
- Additional provisions -all years
- Zones of regulation
- Dyslexia support
- Social group
- Homework support
- Breakfast club- social support
- Lunchtime- social support
- Anxiety
- Bright Minds
- Go Girls
- Access arrangements
- Lexonik

Teaching assistants will support high need pupils on a 1:1 basis when outlined in their EHCP and required in order to safeguard the child (e.g. PD, VI etc.).

Teaching assistants will support pupils in small groups when working within a classroom environment.

We work with the following agencies to provide support for pupils with SEN:

- EWMHS
- Educational Psychologist
- Specialist teachers
- Social workers
- Education attendance team
- The Local Authority
- Occupational therapists
- Counsellors, Bar n Bus

5.9 Expertise and training of staff

Our SENCO has 16 years experience in teaching and has worked as the schools' SENCO for 3 years.

They are allocated 15 hours a week to manage SEN provision.

We have a team of 12 teaching assistants, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

- Accelerated reader
- ASD
- Emotional literacy
- Social stories
- Zones of regulation
- Fragile X
- Show my homework
- Safeguarding, including: FGM and PREVENT
- 9 principles of teaching and learning
- Mental Health
- Differentiation
- Challenge
- Show My Homework
- Dyslexia
- Boxhill profile

5.10 Securing equipment and facilities

All specialist equipment

5.11 Evaluating the effectiveness of SEN provision

See plan, do, review cycle

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after the prescribed number of weeks

Using pupil questionnaires (where appropriate)

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with statements of SEN or EHC plans

Learning walks

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our trips/ residential trip(s), reasonable adjustments are made where possible.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

See accessibility plan, available on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- EWMHS
- Educational Psychologist
- Specialist teachers
- Social workers
- Education attendance team
- The Local Authority
- Occupational therapists
- Counsellors, Bar n Bus

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

www.essexlocaloffer.org.uk

5.17 Contact details for raising concerns

Mrs K Hibben BA(hons), Director of Inclusion

khibben@corver.rmplc.co.uk

01268 68501 | ext 406

Mrs C Bonham, Governor Link

cbonham@corver.rmplc.co.uk

Mrs L Hawkes, SEN Administrator

Lhawkes3@corver.rmplc.co.uk

01268 68501 | ext 407

5.18 The local authority local offer

Our local authority's local offer is published here: www.essexlocaloffer.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Katy Hibben **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Supporting pupils with medical conditions

Safeguarding

Complaint procedure

Bullying policy