

# SEND Policy



**Date:** March 2024

**Last reviewed on:** March 2024

**Next review due by:** March 2025

# Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions .....	3
4. Roles and responsibilities.....	3
5. SEND information report.....	4
6. Monitoring arrangements.....	10
7. Links with other policies and documents.....	10

## 1. Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs or a disability (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

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, 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 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.

## 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 (EHCP) plans, SEND coordinators (SENDCOs) and the SEND information report

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

### **3. Definitions**

A pupil has SEND 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 SENDCo**

The SENDCo is Miss Pellat

She will:

Work with the head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school

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

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

Advise on the graduated approach to providing SEND 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 SEND up to date

#### **4.2 The SEND Governor**

The SEND Governor will:

Help to raise awareness of SEND issues at governing board meetings

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

Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEND 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 SENDCo to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of SEND 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 SEND 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 SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the beliefs 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 /Head of Year and records concerns (see behaviour policy re. intervention and support throughout escalation process)
- BAISS meetings, looking at safeguarding, attendance, behaviour, mental health, support and attainment
- Evidence gathered
- The SENDCo 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 passport' will be written outlining key aspects of the support required. Teachers will use a student passport 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

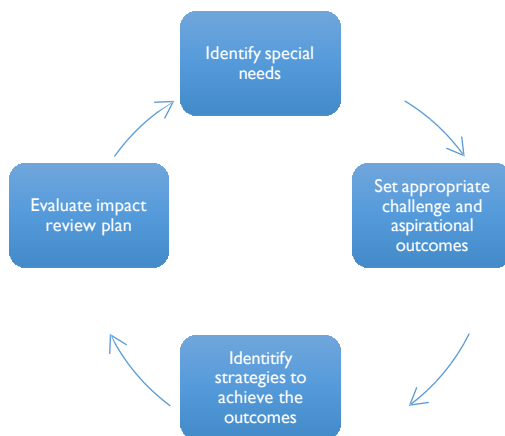
Everyone understands the agreed outcomes sought for the child

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 SEND support.

### 5.4 Assessing and reviewing pupils' progress 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 SENDCO 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
- Transition meetings
- Professionals Meetings
- Travel training

## 5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

Cornelius Vermuyden takes a whole school inclusive approach to students with SEND 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 SEND 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
- 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 9 teaching assistants who are trained to deliver interventions.

Additional provision and support is available for individual pupils and small groups (see provision below)

- **Transition programme to aid KS2 pupils**
- SPL engaged with Annual reviews and one planning in the primary setting
- LSA support on transition days
- Additional transition visits
- Parent communication and liaison
- 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 delivered by SPLD specialist
- KS2 SATS paper- week interventions
- Pupils identified through KS2 SATS\* are provided with additional numeracy sessions
- 1 hour Numeracy 'catch up'
- **Structure of groups**
- High need pupils following KS2 bespoke curriculum
- Senior teachers leading B4 (lower sets)
- Handwriting
- Speed typing
- Accelerated Reader intervention (peer and LSA mentor)
- Lexia online literacy programme
- 1:1 SPLD Literacy sessions
- 1:3 SPLD Literacy sessions
- DART 1:1
- Social skills groups
- Behaviour groups (dependent on need)
- Homework club
- Social club
- Zones of Regulation
- School nurse
- School counsellor
- Pre Teaching vocabulary

\*Note: KS2 SATS data or school based data

#### **KS4**

- Pupils identified through KS3 assessments and additional assessment process are provided with additional literacy sessions
- Bespoke curriculum according to need
- Year 9 and 10, small group intervention reading "Read with Me"
- Accelerated reader
- Additional interventions -all years
- Dyslexia support, SPLD specialist
- Social group
- Homework support
- Anxiety
- Go Girls
- Access arrangements
- School nurse
- School counsellor
- Behaviour groups (dependent on need)

Additional interventions/ support is available dependent on individual need.

Teaching assistants will support high need pupils in a classroom setting 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 SEND:

- EWMHS/ CAMHS
- Educational Psychologist
- Specialist teachers
- Social workers
- Education attendance team
- The Local Authority
- Occupational therapists
- Counsellors, Barnabus
- Southend football mentors
- Yellow Door

## **5.9 Expertise and training of staff**

Our SENDCo has 20 years experience in teaching and has worked as a SENDCo for years.

We have an Assistant SENDCo

They are allocated 14 hours a week to manage SEND provision.

We have a team of 9 teaching assistants, 1 Numeracy tutor, 1HTLA, 1 1 Literacy specialist who are trained to deliver SEND provision.

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

- Accelerated reader
- ASD
- ADHD
- Dyslexia
- Social stories
- Zones of regulation
- Acquired brain injury
- TPP
- Safeguarding, various
- 9 principles of teaching and learning
- Mental Health
- Differentiation
- Challenge
- Boxall profile
- Praise
- Behaviour management
- Phonics
- Guided reading

## **5.10 Securing equipment and facilities**

All specialist equipment

## **5.11 Evaluating the effectiveness of SEND provision**

### **See plan, do, review cycle**

We evaluate the effectiveness of provision for pupils with SEND 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 SENDCo

Using provision maps to measure progress

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

Learning walks

Whole school quality assurance

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

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

Pupils with SEND are also encouraged to join the lunchtime social club in the Karlake.

### **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 SEND provision**

Complaints about SEND provision in our school should be made to the SENDCo 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 SEND**

[www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

### **5.17 Contact details for raising concerns**

Miss S Pellat, SENDCo

[spellat@corneliusvermuyden.com](mailto:spellat@corneliusvermuyden.com)

01268 685011 ext. 2406

Mrs R Clotworthy ,Assistant SENDCo

[rclotworthy@corneliusvermuyden.com](mailto:rclotworthy@corneliusvermuyden.com)

01268 685011 ext. 2125

Mrs L Hawkes, SEN Administrator

[Lhawkes3@corneliusvermuyden.com](mailto:Lhawkes3@corneliusvermuyden.com)

01268 685011 ext. 2600

### **5.18 The local authority local offer**

Our local authority's local offer is published here: [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Sylvie Pellat **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 policy

Supporting pupils with medical conditions

Safeguarding

Complaint procedure

Bullying policy