

SEND Information Report March 2024

"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.

Our Vision Is a community where everyone experiences compassion and kindness, hope, connection and belonging, whilst being encouraged to develop to their fullest potential.

Values Our core values are Respect, Responsibility, and Resilience.

Our Mission Our Mission is to provide high quality education in a safe, respectful, and inclusive environment that builds a foundation for life-long learning.

OUR CURRICULUM INTENT We are fully committed to providing a broad, balanced, inclusive curriculum for all our students that inspires and challenges them. The curriculum will equip students with knowledge, experiences, skills and qualities alongside high quality, relevant qualifications to give them choices, a sense of ambition and be able to make a positive contribution as a 21st century global citizen.

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

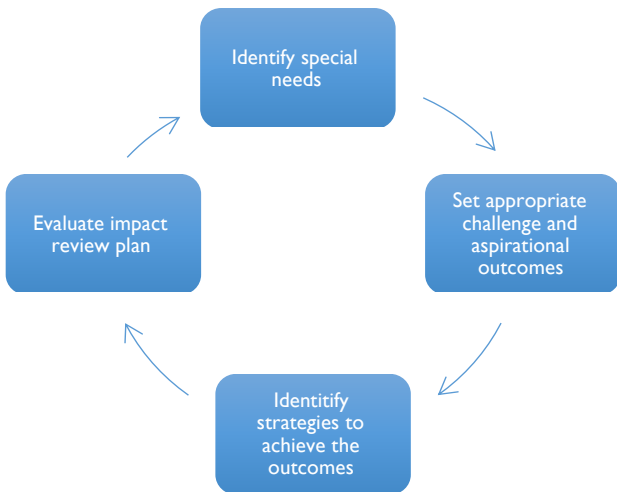
Identifying children and Young people with SEND and assessing their need

Categories of need:

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

Identification:

- Liaison with primary feeder schools to discuss current level of need and support upon transition
- Mid-year transfer; liaison with previous school to discuss current level of need and support upon transition
- Teacher/student/parent/specialist medical teams raise query with SENDCo/ HOY and records concerns.
- BAISS meetings with HOY, SENCo and safeguarding team.
- Evidence gathered



- Dependent on outcome, student passports written in collaboration with all stakeholders and shared with staff
- Suggested strategies are put in place by the class teacher and reviewed in line with the 'Plan, Do, Review' cycle. High Quality Teaching (HQT), will always be the first port of call prior to a special needs profile
- Additional provisions employed
- Student passports to be reviewed and revised termly during the one plan meetings.

All interventions are monitored and evaluated for the effectiveness of their impact. See diagram.

Approach to teaching children and young people with SEND

Cornelius Vermuyden takes a whole school inclusive approach. HQT is core to SEND delivery.

School based training in a range of SEND is provided for all staff (teaching and non- teaching).

Key stage 4 students follow a pathway curriculum offering a wide variety of courses to suit the needs of all learners. Students are advised on suitable courses based on interests, skills, application, and level of coursework/ exam expectations. Curriculum provision is adapted to accommodate the needs of the cohort.

Key stage 3 students follow a broad and balanced curriculum that is adapted to address the needs of the cohort. Reading ages, SEND need, SATS and CATs scores will determine the level of literacy and numeracy input.

Additional provisions beyond the classroom include:

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| Zones of reulationss DART Reflection Room Time out card LSA Support Karslake - safe space Pastoral support Lunchtime social club Touch typing | Handwriting Boxall Lexia Access Arrangements Family Solutions Socia skillsl Group Accelerated Reader Dyslexia support Brain gym | Bar (n) Bus Laptop Provision Alpha-Omega Literacy 1:1 tuition Mental Health suppo/ SEMH various Mentoring Reader pens Other..... |
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How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

The school works hard to ensure that no students are disadvantaged in terms of facilities and equipment depending upon need. To ensure that we achieve this goal we work with external professionals. Our approach here is captured in our Equality and Accessibility policies that are available on our website or upon request.

- 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. Hearing Impairment (HI), Visual Impairment (VI), Physical and neurological Impairment (PNI)
- Differentiated Learning

Pupils with SEND are supported to develop social skills. Issues such as bullying are managed and supported in-line with the whole school policy.

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

- Bespoke careers programme tailored to suit the needs of all learners
- Additional transition visits
- Tutor programme, careers
- Professional meetings

How can parents access additional support?

Essex County Council Directory online, including their 'Local Offer' www.essexlocaloffer.org.uk. Parents can be directed to a range of support groups and agencies.

Any complaints regarding the SEND Provision should follow the whole school complaints procedure.

Further detail can be found in the SEND policy and Information report

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