



VTC Independent School SEND Policy and Information Report.

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1. Aims and Objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

Ensure VTC Independent School fully implements national statutory legislation and guidance regarding learners with SEND.

Set out how our school supports and makes specialised provision for learners with SEND across all aspects of vocational and academic life.

Help learners with SEND fulfil their aspirations, build resilience, achieve their full potential, and make successful transitions into post-16/18 adulthood, employment, or further education.

Communicate transparently with learners and their parents or carers, involving them directly in discussions and decision-making regarding their provision.

Outline the exact roles and responsibilities of staff, leadership, and external stakeholders.

Ensure this policy is understood, embedded, and implemented consistently by all staff members.

2. Vision and Values

VTC Independent School caters for boys and girls aged 14 to 18 who hold Education, Health and Care Plans (EHCPs).

Tailored Specialism: We focus primarily on supporting learners identified with Social, Emotional, and Mental Health Needs (SEMH), alongside frequent co-morbid profiles such as Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), Moderate Learning Difficulties (MLD), and Specific Learning Difficulties (SpLD).

Inclusive Environment: We provide a broad, balanced, and accessible vocational and core curriculum designed to offer every learner the chance to thrive.

Holistic Growth: We focus on creating a supportive, therapeutic, and structured environment where provision is personalised to individual abilities and EHCP outcomes, preparing young people for independent living and work.

3. Legislation and Guidance

This policy is based on statutory guidance including the Special Educational Needs and Disability (SEND) Code of Practice (0 to 25 years), Keeping Children Safe in Education (KCSIE), and statutory guidance on school attendance.

It complies with the following statutory legislation, funding agreements, and articles of association:

Part 3 of the Children and Families Act 2014, which sets out school responsibilities for learners with SEN and disabilities.

The Special Educational Needs and Disability Regulations 2014, governing EHC plans and SENCO duties.

The Equality Act 2010 (Section 20), establishing the duty to make reasonable adjustments for disabled learners.

The Public Sector Equality Duty (Section 149 of the Equality Act 2010), requiring schools to eliminate discrimination, advance equal opportunity, and foster positive relations.

The School Admissions Code, ensuring non-discriminatory admission practices for EHCP-named settings.

The Independent School Standards (ISS), ensuring quality of education and spiritual, moral, social, and cultural development for all learners.

4. Inclusion and Equal Opportunities

At VTC, inclusion is the foundation of our educational delivery. We strive to offer all learners, regardless of past educational trauma, complexity of need, or learning barriers, an accessible, engaging, and challenging curriculum.

We make reasonable adjustments across all teaching rooms, vocational workshops, and the broader school environment to ensure learners with disabilities and complex SEMH profiles participate fully in all educational, practical, and social activities.

5. Definitions & The 4 Areas of Need

5.1 Special Educational Needs & Disability Definitions

Special Educational Needs (SEN): A learner has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

Learning Difficulty or Disability: A learner presents with a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age; or

Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream settings.

Disability: A physical or mental impairment that has a substantial and long-term adverse effect on a learner's ability to carry out normal day-to-day activities.

Special Educational Provision: Educational or training provision that is additional to, or different from, that made generally in mainstream settings. As an Independent Special School, VTC's core offer inherently delivers small-group, specialist, and high-intensity SEN provision.

5.2 The 4 Broad Areas of Need

Area of Need	Description & Relevance to VTC Cohort
Social, Emotional and Mental Health (SEMH)	<i>Primary cohort specialism.</i> Learners may present with anxiety, emotional dysregulation, ADHD, ADD, ODD, attachment difficulties, or trauma/adverse childhood experiences (ACEs) manifesting as challenging, withdrawn, or disruptive behaviours.
Communication and Interaction	Learners who struggle with social communication, expressive/receptive language, or processing social rules. Includes learners on the Autistic Spectrum (ASD/Asperger's) and those with Speech, Language, and Communication Needs (SLCN).
Cognition and Learning	Learners learning at a slower pace than peers. Includes Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia, and Dyscalculia.
Sensory and/or Physical	Physical impairments, visual/hearing impairments, processing difficulties, or underlying conditions such as epilepsy requiring adaptive physical access or auxiliary tools.

6. Roles and Responsibilities

6.1 The SENCO

SENCO Contact: Michael (michael@vtcindependentschool.co.uk)

Key Duties:

Lead the strategic development of SEND policy and provision alongside the Proprietor and Advisory Board.

Oversee day-to-day operation of the SEND policy and coordinate provision for all learners.

Provide professional guidance to teaching and pastoral staff on high-quality differentiation, SEMH management, and the graduated approach.

Manage and deploy funding, specialist equipment, and intervention resources effectively.

Act as key operational link with local authorities, placing teams, external support agencies, and health/social care services.

Coordinate statutory EHCP Annual Reviews, interim reviews, and transition plans for post-16/18 destinations.

Maintain up-to-date statutory SEND records and ensure compliance with the Equality Act 2010 regarding access arrangements.

Monitor staff training needs and contribute to continuous professional development (CPD) plans.

6.2 The Proprietor

Ensure all statutory SEND obligations, EHCP provisions, and reasonable adjustments are fully met.

Monitor quality, safety, and effectiveness of SEND provision, resource allocation, and budget deployment.

Guarantee that all prospective learners named with VTC on an EHCP are admitted appropriately.

Ensure independent careers advice is made available to all learners from Year 8 through Year 13.

6.3 Teachers

Class Teachers: Maintain primary responsibility for the progress, attainment, safety, and development of all learners in their classes through high-quality differentiated instruction.

Direct support staff to ensure interventions seamlessly support core learning.

Work with the SENCO to systematically evaluate progress toward EHCP outcomes.

Combine pastoral oversight with EHCP target tracking, supporting emotional regulation, attendance, and personal mentoring within individual tutor groups.

6.4 Parents and Carers

Maintain active communication with the school regarding changes in their child's needs or home context.

Participate in termly review meetings, annual EHCP reviews, and target-setting discussions.

Collaborate on home-school strategies to reinforce learning and emotional development.

6.5 The Learner

Express their views, strengths, and difficulties during reviews and setting of personal goals.

Participate actively in review meetings, target evaluations, and transition discussions where appropriate.

7. Provision Overview & Information

As an Independent Special School, VTC Independent School outlines its complete SEND provision, operational strategies, and local offer commitments directly within this master SEND Policy in place of a separate SEN Information Report. This document is reviewed annually and made available to parents, carers, commissioning local authorities, and regulatory bodies via the school website.

8. Our Approach to SEND Support & Graduated Response

8.1 Admissions Assessment & Baseline Identification

As a specialised setting, all learners entering VTC hold an EHCP or are in advanced stages of assessment. Upon entry, VTC undertakes a comprehensive baseline assessment process:

Review of prior Key Stage data, Educational Psychologist reports, multi-agency records, and EHCP specifications.

Baseline academic, vocational, and SEMH assessments upon intake to establish accurate entry levels.

Identification of any physical/sensory auxiliary needs to ensure reasonable adjustments are pre-configured.

8.2 Consulting Learners and Parents/Carers

VTC places families at the centre of planning through structured discussions:

Initial Planning Meetings: Conducted before or during admission to establish joint targets and address parental/learner concerns.

Target Co-Production: Formal agreement on targeted EHCP outcomes, logged directly into learner records with copies provided to families.

8.3 The 4-Part Graduated Approach (Assess, Plan, Do, Review)

Assess: Teachers and the SENCO perform continuous analysis drawing from EHCP benchmarks, classroom observations, EP assessments, and family feedback.

Plan: Agreed adaptations, interventions, and targets are recorded in the learner profile and made accessible to all staff.

Do: Teachers retain accountability for progress, delivering high-quality differentiated lessons alongside targeted 1:1

Review: Impact is evaluated every 6 weeks for targeted interventions, termly for progress goals, and annually during statutory EHCP reviews.

8.4 Teaching Adaptations & Provision Map

Category	Practical Adaptations at VTC
Curriculum Delivery	Differentiated learning tasks, 1:1 tutorial time, practical vocational modules, tailored content delivery.
Environment & Aids	Laptops, coloured overlays, enlarged text fonts, tactile aids, visual timetables, quiet/breakout sensory areas.
Instructional Support	Pre-teaching of technical/vocational vocabulary, chunked instructions, extended processing time, visual cueing.
Interventions	Dedicated intervention timetables matching individual EHCP provisions and personalised provision plans.

9. Attendance

VTC recognises that learners with complex SEMH needs and SEND often face significant, complex barriers to school attendance.

Equal Ambition: Our attendance ambition for SEND learners matches that of any mainstream setting.

Targeted Support: Attendance plans are customised to address underlying anxiety, sensory overload, or medical factors, operating directly alongside our formal Attendance Policy and pastoral mentoring structures.

10. Safeguarding

Learners with SEND and SEMH needs face elevated safeguarding vulnerabilities. Communication barriers, emotional dysregulation, or historical trauma can complicate the identification of neglect, abuse, or exploitation.

Pastoral Integration: Pastoral support, tutor mentoring, and specialised communication strategies are linked directly with our Safeguarding & Child Protection Policy.

Proactive Oversight: All staff receive dedicated training on identifying subtle indicators of distress in neurodivergent or SEMH-impacted young people.

11. Expertise and Training of Staff

VTC is committed to continuous professional development (CPD) across all staff cohorts:

Needs-Led Training: The Proprietor and SENCO regularly audit staff skills against current learner profiles to deploy targeted training in de-escalation, ASD/ADHD strategies, trauma-informed practice, and specific learning difficulties.

Specialist Advice: External specialists can provide direct coaching and guidance to teaching staff for complex cases.

12. Links with External Professional Agencies

Recognising the holistic needs of our SEMH cohort, VTC collaborates with key external agencies, including but not limited to:

Salus

iASK (Information, Advice and Support Kent)

Open Road

VSK

EBP, NCS, and NHS Sexual Health Services

Speech and Language Therapy (SaLT) Services

Educational Psychology (EP) Services

Child and Adolescent Mental Health Services (CAMHS)

Social Services & Local Authority Placement Teams

13. Admission and Accessibility Arrangements

13.1 Admission Arrangements

VTC Independent School admits male and female learners aged 14 to 18 who have an Education, Health and Care Plan (EHCP) naming VTC, with primary SEMH needs and associated co-morbidities.

Admissions are managed in collaboration with referring Local Authorities.

All prospective learners whose EHCP names VTC will be admitted where the school can meet need without compromising safety or education.

13.2 Accessibility Arrangements

In accordance with our Accessibility Plan, VTC ensures:

Curriculum Access: Differentiated, practical, and vocational pathways tailored to individual needs.

Physical Environment: Physical and environmental adjustments to prevent any disabled learner from being disadvantaged.

Information Access: Provision of accessible learning materials, auxiliary aids, digital text options, and visual schedules.

14. Complaints About SEND Provision

14.1 Informal Resolution

Concerns regarding SEND provision should first be raised informally with the SENCO (michael@vtcindependentschool.co.uk) to allow for prompt resolution.

14.2 Formal Complaints

If informal discussions do not resolve the issue, parents/carers may submit a formal complaint handled under the school's Complaints Policy.

14.3 Statutory Appeals & Mediation

Parents/carers have the statutory right to submit disability discrimination claims to the First-tier Tribunal (SEND) regarding exclusions, provision quality, or reasonable adjustments.

Local Mediation: Details regarding Kent Local Authority disagreement resolution and mediation can be accessed via iASK.

Contacts:

VTC Proprietor: proprietor@vtcindependentschool.co.uk

VTC SENCO: michael@vtcindependentschool.co.uk

iASK Support: [Information, Advice and Support Kent \(iASK\)](#)

Kent Local Offer: [Kent County Council SEND Local Offer](#)

15. Monitoring and Evaluation Arrangements

15.1 Evaluating Policy Effectiveness

We systematically evaluate policy impact by measuring:

Staff awareness of EHCP learner profiles at the start of each academic year.

Learner academic, vocational, and emotional progress against baseline EHCP outcomes.

Learner feelings of safety, value, and inclusion via questionnaires and discussions.

Parental and agency feedback following review cycles.

15.2 Review Schedule

This policy will be reviewed by the Proprietor / Advisory Board as per the Policy and Procedures Review Schedule.

16. Links with Other Policies

This policy operates alongside the following official VTC institutional documents:

Accessibility Plan

Behaviour Policy

Admissions Policy

Equality and Diversity Policy
Curriculum Policy
Attendance Policy
Safeguarding & Child Protection Policy
Complaints Policy