



# VTC Independent School SEND Policy and Information Report.

<b>Approved by:</b>	Paul Thompson & The Advisory Board	<b>Date:</b> September 2023
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<b>Last reviewed on:</b>	September 2023
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## 1. Intent

Our SEN policy and information report aims to:

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

Vocational Training Centre Independent School caters for boys and girls aged 14 to 18 with Education, Health and Care Plans identified with:

- Social, Emotional & Mental Health Needs (SEMH)

but could also have co-morbid needs including:

- Autistic Spectrum Disorder (ASD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Oppositional Defiance Disorder (ODD)
- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

## 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 learners 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.

## Definitions

A learner 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 the 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. VTC is an Independent Special School catering for a SEMH cohort.

## 2. Implementation

### Roles and responsibilities

#### The SENCO

Vocational Training Centre Independent Centre

The SENCO can be contacted via email on [sean@vtcindependentschool.co.uk](mailto:sean@vtcindependentschool.co.uk)

The SENCO role will be distributed across tutors.

Work with the headteacher and SEN Advisor 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 with SEN, including those who have EHC plans.

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners 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 learners' 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 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 learners with SEN up to date.

## **The SEN Advisor**

The SEN Advisor will be Neil Rees-Davies as SIP

Help to raise awareness of SEN issues at Advisory board meetings.

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

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

## **The headteacher**

The headteacher will:

Work to determine the strategic development of the SEN policy and provision within the school.

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

## **Class teachers and tutors**

Each class teacher is responsible for:

The progress and development of every learner 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 learner's progress and development and decide on any changes to provision.

Ensuring they follow this SEN policy.

The tutor role will incorporate the learner's development within the EHCP and SEMH dimension in particular and involve a pastoral as well as mentoring role alongside other staff supporting in each tutor group.

## **SEN information report**

### **The kinds of SEN that are provided for.**

Our school currently provides additional and/or different provision for a range of needs, we specialize in supporting learners with Social, Emotional, and mental health difficulties (SEMH) and others such as:

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

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

Cognition and learning, for example, dyslexia, dyspraxia

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy  
Moderate/severe/profound and multiple learning difficulties

### **Identifying learner with SEN and assessing their needs**

We will assess each learner'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 and any issues will be raised at annual reviews or earlier if necessary.:

### **Consulting and involving learners and parents.**

We will have an early discussion with the learners and their parents when reviewing their targets on the EHC plan and whether they need extra support and interventions alongside the support they already receive in class or as a provision. These conversations will make sure that:

Everyone develops a good understanding of the learners' 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.

### **Assessing and reviewing learner' 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 SENCO to carry out a clear analysis of the learner's needs. This will draw on:

The previous school's assessment and provision

The Educational Psychologist's Report

The teacher's assessment and experience of the learner

Their previous progress and attainment or 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 learner'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 learners 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 learners's progress.

### **Supporting learning moving between phases and preparing for adulthood**

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

When learners are referred to us, we have early meetings with parents/ carers and any outside agencies to discuss the needs of the learners and ensure that we can successfully support them. They will have a tour of the building, an introduction to the curriculum and a meeting with the SENCO.

## **Our approach to teaching learners with SEN**

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

High-quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners. Our overall approach is highlighted in depth in the school's SEMH policy.

## **Adaptations to the curriculum and learning environment.**

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

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

Intervention timetables so that the EHCP needs can be met.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **3.Impact**

### **Evaluating the effectiveness of SEN provision**

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

Reviewing learner' individual progress towards their goals each term

Reviewing the impact of interventions after 6 weeks

Using learner questionnaires

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for learners with EHC plans

### **Working with other agencies**

Our teaching assistants are trained to deliver interventions such as drawing and talking therapy and Lego.

therapy.

Teaching assistants will support learners on a 1:1 basis or in small groups when interventions are required.

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

• Salus

ASK

• Open Road

• EBP. NCS, NHS Sex health Needs,

- Speech and Language Therapists
- Educational Psychologist

## Complaints about SEN provision

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

The parents of learners 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 Contact details of support services for parents of learners with SEN.

Information, Advice and Support Kent (IASK) [Information, Advice and Support Kent \(IASK\) - Kent County Council](#)

## Contact details for raising concerns.

Chair of the Board of Advisors [Malcolm@vtcindependentschool.co.uk](mailto:Malcolm@vtcindependentschool.co.uk)

Headteacher [sean@vtcindependentschool.co.uk](mailto:sean@vtcindependentschool.co.uk)

SENCO. [sean@vtcindependentschool.co.uk](mailto:sean@vtcindependentschool.co.uk)

## The local authority local offer

Our local authority's local offer is published here: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

## Monitoring arrangements

This policy and information report will be reviewed by the SENCO and the Advisory leading SEND **biyearly**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Advisory board.

Links with other policies and documents

This policy links to our policies on Accessibility plan

Behaviour Policy

Admission Policy

Equality and Diversity Policy

Curriculum -meeting SEMH needs.