



VTC Independent School SEND Policy and Information Report.

Approved by:	Headteacher Board of Advisors	Date: 20 September 2023
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Last reviewed on:	September 2023
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Next review due by:	September 2024
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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 students with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for students 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 students 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 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 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 greg@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 students with SEN, including those who have EHC plans

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

The SEN Advisor

The SEN Advisor will be N 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: Sean Campbell

Work with the SENCO and SEN Advisor 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 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

The tutor role will incorporate the students 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 specialise in supporting students 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 students 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 and any issues will be raised at annual reviews or earlier if necessary.:

Consulting and involving students and parents

We will have an early discussion with the pupil 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 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

Assessing and reviewing students' 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 pupil'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 pupil

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 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.

Supporting students moving between phases and preparing for adulthood

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

When students are referred to us we have early meetings with parents/ carers and any outside agencies to discuss the needs of the student 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 students with SEN

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

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. 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 students' needs are met:

Differentiating our curriculum to ensure all students 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 students with SEN by:

Reviewing students' individual progress towards their goals each term

Reviewing the impact of interventions after 6 weeks

Using pupil questionnaires

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for students 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 students on a 1:1 basis or in small groups when interventions require.

We work with the following agencies to provide support for students 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 students 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 students 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 can be contacted via office@vtcindependentschool.co.uk

Headteacher headteacher@vtcindependentschool.co.uk

SENCO. greg@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 **every year**. 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