

Leamington Vineyard Learning Centre

SEN Information Report

Details of Warwickshire's Local Offer at www.warwickshire.gov.uk/send

What SEND provision is available at LVLC?

LVLC is an alternative provider of education. We offer 1:1 teaching, enabling support to be tailored to the specific needs of individual students. It is LVLC's aim to enable all teachers in all subjects to meet the needs of all students through highly effective teaching and learning.

SEND involves all staff at LVLC, as well as volunteers. Students' needs can be met most effectively when teachers, parents and support agencies are carefully co-ordinated to result in joint working.

Please refer to LVLC's **SEND Policy**, which is available to download from our website.

What are the arrangements for involving parents of young people with SEND in their child's education?

We welcome and value communication from parents and carers regarding their child's needs and their provision at LVLC. Contact can be by phone or email in the first instance and formal meetings with the Principal/Deputy can be arranged as appropriate.

We also participate in annual review meetings which take place for all students with a Statement of Special need or an EHCP (Education Health Care Plan). However, we try to ensure that there is regular contact with parents/carers outside of these meetings in order to address any concerns or extra support required.

What are the arrangements for consulting with young people with SEND themselves?

Due to the 1:1 nature of teaching at LVLC, students have a small number of teachers who each work closely and get to know them. Regular verbal feedback and written marking provides the opportunity for students to get feedback on their work and progress. Students are able to approach their teacher or the Principal/Deputy (Brian/Sue) with any concerns.

We always seek students' views in preparation for meetings concerning their provision and future education plans.

All students with SEN in Year 11 will have access to careers information and support, to enable them to make good plans and decisions regarding their future.

What are the arrangements for assessing and reviewing young people's progress towards outcomes?

Students' progress is continually monitored and assessed by teaching staff. We encourage parents and young people to regularly discuss their progress towards outcomes with staff at LVLC, as well as their children at home.

We communicate progress with students' schools/referrers formally on a half termly basis.

We also ensure that academic progress is discussed with students, and there are clear plans in place for how students can achieve their outcomes. Regular verbal and written marking provides the opportunity for students to get feedback on their learning and progress.

Specifically, we review progress at EHC Annual Reviews.

As part of students' IEPs, staff review students progress towards specific outcomes with students.

What are the arrangements for supporting young people as they move between phases of education and prepare for adulthood?

As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. LVLC works in conjunction with local schools and the Local Authority to provide careers education and planning for all students including appropriate and targeted support for students with SEND.

What is the approach to teaching young people with SEND?

Teaching SEND students is the responsibility of all staff and students at LVLC. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support.

The range of provision for SEN students includes:

- 1:1 sessions for all students, including those with specific needs such as literacy, social and communication needs and SEMH (social, emotional and mental health difficulties), enabling students to access learning and achieve in line with their peers;
- Literacy Intervention under the direction of the Principal and in conjunction with students' schools and external agencies;
- The opportunity, where appropriate, to work on laptops/tablets;
- Supervision of students over break and lunchtime;
- Referral to the Early Intervention Service for students with high level of need for further assessment;
- Co-ordinating exam access arrangements for GCSE and GCE exams; liaising with EIS for testing and assessment of entitlement to special arrangements eg. extra time, a reader or scribe depending upon the need and SEND history of the students.

Our Whitnash Centre at St Margaret's has disabled access and toilet facilities. LVLC's ChristChurch centre is accessible via a ramp and lift, and has disabled toilet facilities. LVLC's centres at St John's and Holy Trinity have disabled access. LVLC's Rugby centre has a disabled access and toilet facilities, and all lessons are taught on the ground floor.

What adaptations are made to the curriculum and the learning environment of young people with SEND?

We offer a quiet and calm learning environment which is able to meet students' needs. The 1:1 nature of LVLC's teaching means that it is easy to tailor teaching to students needs. Teachers regularly adapt teaching to reflect students specific needs and prior learning.

What training expertise do staff have to support young people with SEND?

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the Principal's role as SENCO is to develop awareness of resources and practical teaching procedures for use with SEND students.

All staff are qualified in their specialism, and have experience of working with young people. In addition to this, all staff follow an induction program and there is continual training in partnership with the Local Authority for all staff.

How does LVLC evaluate the effectiveness of provision made for young people with SEND?

In order to make consistent continuous progress in relation to SEN provision LVLC encourages feedback from staff, parents and students during the academic year. Provision is regularly reviewed by gathering information from staff, students, parents/carers and commissioners. Raising achievement and attainment of all students will be monitored and evaluated through:

- External inspections
- Internal reviews
- Academic results for SEN students
- Tracking progress for SEN students
- All on-going assessment data for SEN students
- Feedback from parent/carers, students, staff and commissioners

How are young people with SEND enabled to engage in activities with young people in LVLC who do not have SEN?

LVLC is fully inclusive and every attempt is made to enable all students to take part in all activities.

Staff are available at lunchtimes and breaks to supervise students who need a little extra support to establish friendship groups or attend sports sessions etc.

What support does LVLC offer to enable improvements in emotional and social development?

The 1:1 teaching and learning environment at LVLC provides a good ground for pastoral support for young people. We encourage all students to express their views.

LVLC works proactively to prevent bullying.

What links does LVLC have with other bodies (such as health and social care bodies, local authority support services and voluntary sector organisations)?

We recognise the important contribution that external support services make in identifying, assessing and providing for SEN students and in supporting their families. Most of the students that come to LVLC already have a team of professionals already engaged in their programme, and we are committed to working closely with such professionals. This includes:

- Educational Psychologists;
- Early Help (previously CAF - Common Assessment framework);
- COMPASS: eg. School Health Advisors;
- Integrated Disability Service (IDS);
- Education Social Worker;
- Careers and guidance;
- Health and Social services;
- Early Intervention Service;
- RISE (formerly known as Child and Adolescent Mental Health Services (CAMHS));
- The Virtual School - LAC (Education of Looked After Children).

Sometimes we identify needs or difficulties that have not previously been recognised. We work with students' schools and/or their referrer to set up appropriate assessment to ensure students can receive the support they require and are entitled to. This may involve CAMHS, an Educational Psychologist, a dyslexia specialist and any other appropriate agency.

What about young people who are looked after by the local authority and have SEN?

We work with the local authority, and the Virtual School, to make learning accessible for looked after children. It is the Principal's responsibility to ensure that looked after children make progress in line with their peers.

What is LVLC's Complaints Procedure?

The Principal is available to discuss with parents and listen to any concerns they may have. If parents feel that their concerns are not being addressed then they may follow the LVLC's Complaints Procedure. A full copy of LVLC's Complaints Policy can be downloaded from our website.

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

Glossary

There are many specialist terms and acronyms used when talking about special educational needs. We have listed a few of the more common terms here, which we hope will help you. You can find more information on these terms online.

ADHD: Attention Deficit Hyperactivity Disorder

A developmental and behavioural medical disorder, often caused by environmental or genetic factors that result in certain neurological differences. ADHD is often characterised by poor concentration, distractibility, hyperactivity, and impulsiveness which are considered inappropriate for the child's age.

ASD: Autism Spectrum Disorder

Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. It is a spectrum condition, which means that, while all people with autism share certain difficulties, their condition will affect them in different ways.

CAMHS: Child and Adolescent Mental Health Service

Dyscalculia

Dyscalculia is something you are born with. Someone with Dyscalculia has specific difficulty with numbers, despite good performance in other areas. Dyscalculia children are troubled by even the simplest numerical tasks. Dyscalculic learners may find understanding simple number concepts difficult as the condition affects their ability to acquire arithmetical skills.

Dyslexia

Dyslexia is a brain-based type of learning disability that specifically impairs a person's ability to read. These individuals typically read at levels significantly lower than expected despite having normal intelligence. They may also have trouble making the basic connection between letters and their sounds and have difficulty with spelling, writing, and speaking.

Dyspraxia

Dyspraxia is an impairment or immaturity of the organisation of movement. Associated with this there may be problems of language, perception and thought. Children with dyspraxia may find gross and fine motor skills hard to learn, difficult to retain and generalise, and hesitant and awkward in performance. Students may have immature or even unintelligible speech articulation and their language may be impaired or late to develop.

EHC Plan/EHCP: Education and Health Care Plan

This is a statement of special educational needs and/or learning difficulty.

Learning Difficulties

Children with learning difficulties will have educational abilities which are significant lower than children of a similar age. Learning difficulties are themselves identified within the areas of:

- Communicating and interacting:
For example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Cognition and learning:
For example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
- Social, emotional and mental health difficulties:
For example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.

- Sensory and/or physical needs:
For example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Local Offer

The local authority is required to publish a 'local offer', which is intended to provide information about provision it expects to be available to children with SEND in their area both in and outside of school. You can find details of Warwickshire's Local Offer at www.warwickshire.gov.uk/send

PMLD: Profound and Multiple Learning Difficulty

Students who have been identified as having severe and complex learning needs as well as other significant difficulties. These may include physical disabilities or a sensory impairment.

Reading/Comprehension Age

A child's reading ability expressed with reference to an average age at which a comparable ability is found.

SEMH Needs: Social, emotional and mental health needs

SEMH difficulties is an overarching term for people who demonstrate difficulties with controlling their emotions and/or social interaction and/or are experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

SENCO: Special Educational Needs Coordinator

This is the teacher responsible for special educational needs within a school. At LVLC, the Principal, Brian Nash, also has the role of SENCO.

SEND: Special Educational Needs and Disability

The following definition is taken from Section 20 of the Children and Families Act 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

*A child of compulsory school age or a young person has 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The following definition is taken from the Equality Act 2010:

A person has a disability if he or she has a physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

Sensory Needs: visual, hearing or multi-sensory impairments

A person is said to have sensory needs if they have difficulty processing everyday sensory information. Senses include sight, sound, smell, taste, touch, as well as balance, body awareness. Any of the senses may be over or under sensitive, or both, at different times. This may mean that just a small amount of sensation will stimulate a person, which can be overwhelming for the person. These sensory differences can affect behaviour and can have a profound effect on a person's life.

SLCN: Speech and Language Communication Needs

Children with SLCN may have difficulty with only one speech, language or communication skill, or with several. Children may have difficulties with listening and understanding or with talking or both. Each child also has a unique combination of strengths. This means that every child with SLCN is different.

SpLD: Specific Learning Difficulty

Students who have specific difficulties with reading, writing, spelling or using numbers