

**SEN Information Report**

**2021 - 2022**

**Introduction**

*Changing the Lives of children and young people through caring education*

VLC is a small Independent School set up to provide education for those who struggle to access mainstream education. Some pupils attend VLC as an Alternative Provision to receive calm support to prepare for their return to mainstream. Others join our school roll and work with us for longer.

Driven by a caring and inclusive ethos, we believe that every child’s life can be transformed through a caring approach to education.

All staff including school governance, Principal, Senior Leadership Team (SLT), the SENDCo (Special Educational Needs & Disabilities Coordinator), Centre staff and support staff are committed to their roles in ensuring the very best provision for every pupil in our care no matter what their need. Pupils’ needs can be met most effectively when teachers, parents and support agencies are carefully coordinated to result in joint working. Please refer to VLC’s SEND Policy, which is available to download from our website.

You can find out more information about Warwickshire’s Local Offer on the website: <http://www.warwickshire.gov.uk/send>

Our whole school has a shared responsibility to monitor the progress of all pupils, to identify needs and when they arise, therefore allowing us to provide the appropriate targeted support. Every pupil who attends VLC has a bespoke Individual Learning Plan (ILP), informed by the EHCP (where relevant), recommendations from an Educational Psychologist (where relevant), information from current and previous educational settings, information from other professionals and our own baselines.

The information in the report is set out into Key Questions about VLC and our SEN Provision.

Appendix 1: VLC Provision Map

**Key Questions: VLC and its SEND provision**

1. How does the school know if a young person needs extra help?

2. What does the school do once a young person’s need has been identified and how are different kinds of special educational needs and disabilities provided for at VLC?

3. What is the expertise and training of staff, in relation to young people with SEND?

4. What exam access arrangements are there for pupils with SEND?

5. What are the arrangements for supporting young people with special educational needs in transferring between phases of education, or in preparing for adulthood and independent living?

6. What are the arrangements for consulting with young people about their needs and involving them in their education?

7. How does the school evaluate the effectiveness of its provision for SEND students?

8. What activities are available for students with special educational needs, in addition to those available in accordance with the curriculum?

9. How does the governing board monitor SEND and the treatment of complaints from parents about the SEND provision?

10. Name and contact details of key people leading SEND at VLC?

11. The Local Offer for SEND: Links and contact details of services?

1. **How does the school know if a young person needs extra help?**

* Students come to VLC in several ways; referral by their current school; the Local Authority Education Inclusion Panel (EIP); or through a package agreed with SENDAR to meet needs set out in an EHCP.
* An understanding of the students’ presenting and documented needs are part of the consultation and provision planning.
* On agreeing a placement we work in partnership with each pupil, their family, previous or current educational setting, any other professional agencies working with the pupil, the EHCP, any information from educational psychology reports, the Learner Information Form (LIF) provided on referral and our initial screening tests, including literacy, numeracy, emotional literacy and GCSE English and Maths (where relevant)
* Our transition process is bespoke for each pupil and allows us learn about each young person who joins us, their needs and how we can best flex to meet them
* Concerns raised by Centre staff and regular analysis of progress data. This includes monitoring of students’ rate of academic progress, their health and well-being.
* Getting to know our young people and their needs by speaking to parents/carers on request and at review meetings

1. **What does the school do once a young person’s need has been identified?**

* By the nature of our provision, all pupils who attend VLC have a need which needs extra support. For this reason, we do not hold a separate SEN register. Instead every pupil will have their own ILP and the SENDCo and senior staff will help to advise on these where needed.
* Centre Leaders will discuss a student’s needs with their parents/carers; then along with the pupil, agree the next steps and put support in place;
* Where needed, parents are informed of any further significant concerns and are asked to give permission for additional assessments from an external agency;
* VLC Educational Psychologist or SEND Support-ed specialist staff may also be requested to assess students’ learning needs, from Year 9 onwards these assessments can also be used to identify eligibility for exam access arrangements.
* External agency reports produced are copied to parents and where needed, a discussion may take place to explore the findings and any recommendations for additional support in school and at home.
* By the very nature of our centres, all learning is personalised for the needs of our pupils who all arrive with a high level of need.
* All pupils are supported by very small group work or 1 : 1 teaching which caters for appropriate levels of challenge and scaffolding to support learning;
* Individual Learning Plans (ILPs) are created for pupils identified needs, to inform and support staff in their planning and approaches used in school;
* VLC tracks and monitors pupil progress and staff and work with the SENCO to determine further support where needed;
* VLC works with commissioners (schools and the Local Authority) to identify provision required in an even more bespoke manner than that offered by our standard provision
* Any pupil who holds an EHCP will have bespoke provision identified in section F, which will form the basis for the ILP
* EHCPs are provided for by the Local Authority for children whose learning needs are severe, complex and lifelong or require a high level of provision which is ‘additional and different to’ that available in the school to all students (e.g. this could be a high level of ongoing intervention and specialist involvement).
* Where a pupil does not hold an EHCP and application is deemed appropriate, Needs Assessment is carried out by Warwickshire’s SEND Assessment and Reviewing (SENDAR) service. The outcome of a Needs Assessment may be the drafting and issuing of an Education Health Care Plan (EHCP). More information on this process can be found on the Local Authority website.

Please also see Appendix 1: VLC Provision Map

**3. What is the expertise and training of staff, in relation to young people with SEND?**

* All of our centres are lead by highly experienced qualified teachers. We have a high number of qualified, specialist teachers in our staff team. All staff are highly experienced in working with young people and a passion for working with pupils who struggle to access mainstream education.
* The Principal is Amanda Woodward (BSc, PGCE). She qualified as a teacher in 2000. She has experience as Assistant Headteacher in two different secondary schools, Head of House, Head of Science and Head of Chemistry. She has vast experience of teaching pupils with challenging behaviour and other additional needs. As an adoptive parent to a child with disabilities, she is passionate and experienced in calm, therapeutic approaches to education, particularly working with pupils with attachment difficulties and those with ASD.
* The SENDCo is Joanne Price (BA, PGCE, NSA). She has a background working as a Teaching Assistant in a Special School, then qualified as a teacher in 2000. Joanne has worked in three different secondary schools in the role of Teacher, Head of KS3 History, SENDCo, Assistant Principal and as the Lead for a Resourced Provision for students with complex needs and barriers to accessing mainstream education settings. She has been a SENCo since 2007 and successfully completed the National SENCo Award in 2010 and is committed to ensuring that students’ needs are met.

**4. What exam access arrangements are there for pupils with SEND?**

* The SENCO can apply for exam arrangements (in Years 10-11) for identified students that meet the exam regulator’s criteria (for example; separate room, a reader, word processor, extra time or rest breaks); required evidence can be obtained from an EHCP, specialist assessments and centre based record of needs and normal way of working.
* We use Tutors and Exams to facilitate students’ access to their examinations.

5. What are the arrangements for supporting young people with special educational needs in transferring between phases of education, or in preparing for adulthood and independent living?

* Our staff will meet students and parents to plan a bespoke transition and induction to VLC. We work closely with the students, their parents/carers in Year 9 to agree on an appropriate KS4 curriculum and to explore options for accessing qualifications to meet individual needs.
* SLT, the SENDCo or Centre Leader will also attend any multi-agency meetings such as transition reviews, CIN or Early Help meetings to discuss what provision will look liked at VLC. Our staff will communicate with any specialist services involved to ensure a smooth transition at any stage that a student with SEND transfers to VLC;
* At VLC, we use the Gatsby Benchmarks to monitor, develop and improve our careers provision. Our offer is constantly changing as we build new and exciting links with local businesses, colleges and universities. We ensure that pupils have the following:
* Character Education - this happens not only through our PSHE and SMSC curriculum, but each pupil who comes to us is screened in emotional literacy and a bespoke package is put into place according to need. This helps our young people build the personal skills they needs for their future careers
* Self-Awareness and Development - many of our pupils lack aspiration and inspiration for their futures. Pupils at VLC learn about their skills and strengths and how to celebrate these (please see our Relationships and Praise policy).
* Career Exploration - We use our careers schemes to help our pupils research a variety of careers in KS3 and 4. At KS4, all of our young people have fortnightly 1:1 sessions with either a groundwork mentor or our own careers advisor, Julia. Our KS4 programme, "Destination Dream Job", designed by Kerry Low helps our pupils to explore their skills, dreams and aspirations and find the very best route.
* Raising Career Aspirations & Career Management - We actively challenge preconceptions about potential careers based on gender and previous understanding of further and higher education. Our list of link colleges and universities is growing. And potential for in person visits is becoming more possible as Covid restrictions relax. We have a range of industries who visit us to talk about their work and help our pupils to understand the huge variety of opportunities available to them in the work place.
* Support with researching and applying for GCSE, Post 16 (Further Education, Higher Education, Apprenticeships and Employment Opportunities) - Julia and groundwork ensure that each of our pupils is given significant 1:1 help to apply for their choices for further education.
* Employability Skills (CV, Mock Interview & Work experience) - we aim (within the limitations of pupil risk assessments and Covid restrictions), to help pupils on our school roll access to relevant work experience during their time in KS4

**6. What are the arrangements for consulting with young people about their needs and involving them in their education?**

* Adult to Student ratio at VLC means that adult support is readily available if they are concerned or need help in any way;
* Student and Parent views are core to how we work. Student views are encouraged in daily conversations with VLC staff who become trusted and appropriate adults. Views are sought prior to meetings and wherever possible students attend their review meetings;
* The Centre Leaders are key workers for students and facilitate communication with other staff, or students, to support their views to be heard.Student and Parent voice surveys are conducted periodically to inform our reflective practice and whole school improvement;
* Students are supported to be able to select learning challenges and choices of task based on their starting point; to use a visual indicator e.g. Red, Green bands/cards or Zones of Regulation to indicate their understanding or their level of emotional regulation to the teacher or TA during the session, and some individuals agree their own signal with adult staff to communicate their need for help.

**7. How does the school evaluate the effectiveness of its provision for SEND students?**

* As advised by the SEND Code of Practice (2014), students with SEND are tracked and monitored using the same data systems. Contextual information is provided alongside this data where needed.
* The Principal and Deputy Principal discuss student progress with the Centre Leaders and SENDCo. This is focused on individual performance across the school core curriculum (English, Maths, Emotional Literacy, PSHE and SMSC) and students’ bespoke subject choices. This information is used to inform planning and interventions alongside asessments as part of the Assess, Plan, Do, Review (APDR) process in line with the Code of Practice.
* VLC staff reflect on the impact of learning activities and interventions; they keep ILPs updated each half term and provide information on progress towards desired outcomes, for meetings and reviews.
* VLC staff will make appointments with parents/carers to ensure there are opportunities to discuss and review provision each term, in line with the Code of Practice. Specific outcomes are reviewed at annual meetings (more if needed) as part of the EHCP process or Personal Education Plans (PEPs) for Children who are Looked After.
* Interim and emergency review meetings are held where there are indicators that provision is not meeting needs raised by school staff, parents/carers or other agencies.
* We regularly commission an SEN consultant and welcome working in partnership with other schools, local business and SEND organisations, to reflect on and share expertise, resources and good practice.
* The SLT and curriculum leads and SENCO carry out visits to each learning centre to quality assure implementation of the curriculum and SEN support systems as set out in EHCPs and ILPs. This information is used to support teachers and students in the classroom.
* Student voice surveys are conducted periodically by the school to identify areas of strength and for further development.

**8. What activities are available for students with special educational needs, in addition to those available in accordance with the curriculu**m?

* At VLC students are offered an enriched curriculum of physical, sensory and therapeutic activities to promote emotional regulation, improved self esteem and resilience, good physical and mental wellbeing. This is through active learning where possible and each student is offered activities such as outdoor learning, military fitness, cooking, bowling, gym and swimming. Trips to the theatre and museums are also organised on a regular basis.

9. How does the governing board monitor SEND and the treatment of complaints from parents about the SEND provision?

* The Complaints policy and form is available on the VLC website; the aims of the policy are to: Encourage the resolution of problems by informal means wherever possible; Ensure that concerns are dealt with quickly, fully and fairly and within clearly defined time limits; • Provide effective responses and appropriate redress; Maintain good working relationships between all people involved with VLC.
* A summary of the various stages is given below:

Stage 0 Informal discussion and resolution with member of staff

Stage 1 Referral to and investigation by Principal

Stage 2 Referral to and investigation by a VLC Trustee

Stage 3 Referral to and review by a VLC Trustees Complaints Panel

**10. Name and contact details of key people leading SEND at VLC?**

Principal: Amanda Woodward

Deputy Principal: Charly Skoppek

SENDCo: Joanne Price

All staff have a good awareness of SEND. As a team of Centre Leaders and (HL)TAs there is a wide range of experience and expertise in supporting students with SEND.

11. The Local Offer for SEND: Links and contact details of services.

* **SEND Offer in Warwickshire**: <http://www.warwickshire.gov.uk/send>
* **SENDIAS: (**Support for Parents of young people with SEND) <https://www.kids.org.uk/warwickshire-sendiass-front-page>

Phone: 024 7636 6054; E-mail [warwickshire@kids.org.uk](mailto:warwickshire@kids.org.uk)

* Family Information Service: [fis@warwickshire.gov.uk](mailto:fis@warwickshire.gov.uk)

[Twitter – @WarksFIS](https://twitter.com/warksfis) [Facebook – Warwickshire Family Information Service](https://www.facebook.com/WarwickshireFIS)

Phone 01926 742274

* (SENDAR) SEND Assessment & Reviewing Service: [sen@warwickshire.gov.uk](mailto:sen@warwickshire.gov.uk)

Phone: 01926 742160