



SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY

Our SEND policy and information report aims to:

- Set out how VLC will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- This document is implemented in conjunction with the school SEN Information Report and Provision Map, however our approach to meeting needs is bespoke where possible.

AIM AND PRINCIPLES

VLC are committed to meeting the SEN of pupils and ensuring they make progress. It is the aim of VLC to enable all teachers in all subjects to meet the individual needs of all students.

The SEN Policy is based on several principles and beliefs:

- That VLC recognises and values diversity amongst its students;
- All students have access to a broad and balanced curriculum
- That students' needs can be met most effectively when subject teachers, learning support staff, parents and support agencies are carefully coordinated to result in joint working.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 – including students with Disabilities
- Children and Families Act (2014)
- SEN and Disability Code of Practice – September 2014
- Schools SEN Information Report (2015)
- Supporting Pupils at school with Medical conditions (Section 100 of the Children and Families Act 2014)
- Please note link to Warwickshire's Local Offer at www.warwickshire.gov.uk/send
- Please refer also to VLC's "SEN Information report" on VLC's website.

DEFINITIONS OF SEND

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.

Special Educational Needs are themselves identified within the areas of:

- cognition and learning;
- communications and interaction;
- social, emotional and mental health;
- sensory and/or physical.

ROLES AND RESPONSIBILITIES

The Principal along with the VLC Leadership has overall responsibility for the school's general policy and approach to meeting students' special educational needs and will oversee provision. The Principal and Deputy will undertake responsibility for implementation of the policy.

The role of 'SENDCo' is fulfilled by a member of SLT, currently the Deputy Principal, who meets the requirements for a SENDCo (qualified teacher and holds the NSA at Level 7) and has over 14 years of experience as a SENDCo. All leaders are responsible for developing effective ways of overcoming barriers to learning and ensuring that teaching is at least 'good' and effective. The SENDCo will coordinate liaison with parents/carers and other professionals regarding the specified needs of individual students. This will include overseeing the consultation and transition process for students with an EHCP, Annual Review documentation, use of school systems such as ILPs and where needed co-produced 'costed' IEPs for use with SENDAR. The SENDCo will work with leaders to collect and record data. At the end of the student's programme the SENDCo will ensure that a smooth transition takes place and that all relevant information is communicated effectively.

All staff are expected to set effective targets for students which will be monitored by the SENCo and school leaders. All teachers are teachers of students with SEN and have responsibility for them; the SENCo provides help and advice to support colleagues in these whole staff responsibilities.

All students within the school community are encouraged to support; value and help each other, thus playing their part in the inclusion of all.

ADMISSIONS ARRANGEMENTS

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN.

Where appropriate upon transition and admission to VLC, children with identified needs will be supported through liaison with parents, a students' school and other support agencies.

Admissions for students on roll, follows the LA SENDAR process of consultation for young people with an EHCP and the high needs panel.

VLC's Whitnash Centre has ground floor access. VLC's centre in Cubbington has disabled access. All lessons are held on the ground floor. VLC will work in partnership with students' schools and/or the LA with regard to accessibility for students on a case-by-case basis.

SEN PROVISION

During the referral process, the individual needs of all students will be identified through the initial interview and through the exchange of information with the referrer and others involved with the student.

The Principal/Deputy Principal will discuss with the referrer, parent/carer, student and any other relevant agencies the exact day-to-day impact of the needs identified.

Our schools currently provide additional and/or different provision for a pupils with a range of needs, including:

- Communication and interaction; related to for example, Autistic Spectrum Disorder, social anxiety or speech and language difficulties,
- Cognition and learning; for example, dyslexia, dyspraxia or moderate learning difficulties,
- Social, emotional and mental health difficulties; for example, Attention Deficit Hyperactivity Disorder (ADHD), attachment or ACES,

VLC will participate in and encourage a graduated response to SEND provision: assess, plan, do, review. VLC will work in partnership with students' schools and external agencies to ensure provision is in place.

At VLC, quality teaching is our first step in responding to pupils who have SEN. This will be differentiated to meet the needs of individual pupils for example:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching approach, content and pace of the lesson.
- Adapting resources and staffing support available
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating teaching, for example, following the interests of the learner, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, alternative ways of recording engagement, learning and progress.

- Opportunities to develop social skills through break time, lunchtime and wider enrichment activities in different environments
- Opportunities to access support services and other outside professionals;
- Reasonable adjustments in exams if eligible under exam board criteria, e.g. additional time, readers, separate invigilation, rest breaks and sensory provision to meet SEMH needs, based on EHCPs and normal way of working.

INDIVIDUAL LEARNING PLANS (ILPS)

Using information gathered through the admissions process, EHCPs and through initial assessments, VLC will work with the student, referrer, parent/carer and other relevant agencies to draw up an Individual Learning Plan that also draws on their completed social and emotional literacy screening tool and sets out strategies for students' progress. The profile and plan is bespoke to individual students to reflect their strengths; assessment of needs and difficulties; planning and provision to meet the holistic needs of the student.

Where a student has an Education and Health Care Plan (EHC Plan), additional consideration will be given to the targeted provision set out in the plan, required to meet the learner's needs and how this will be managed in our setting. VLC will need to liaise and plan carefully with the referrer, families and relevant agencies, to ensure that these requirements are being met. Students have short term targets set for them, which have been established after consultation with parents/carers, referrers, and student based on the targets identified in the statement or EHC Plan.

STUDENT MEDICATION

Please see First Aid Policy for details on administering and keeping student medication.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress to ascertain whether any problems arise from uncertain command of English or from SEN. It will be necessary to assess their proficiency in English before planning any additional support that might be required. VLC will work with students' and external agencies to ensure that EAL students receive the correct level of support with regard to EAL.

GIFTED AND TALENTED

Gifted and talented students often have other learning needs, whether specific or behavioural, meaning they are often disinclined or unable to perform to their maximum potential, sometimes resulting in exclusion.

Examples may include:

- Good verbal skills often with extensive appropriate vocabulary, but poor writing skills;
- High achievement in one area only;
- Ability to achieve above average, but due to low motivation is not currently achieving;
- Good academic ability but poor interpersonal skills.

One of VLC's primary aims is to 'address the individual social, emotional and learning needs of young people and develop their self-esteem' therefore this includes those students who are identified as being gifted and talented.

STAFF TRAINING

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENDCO's role is to develop awareness of resources and practical teaching procedures for use with SEND pupils. All staff follow an induction program and there is continual training in partnership with the Local Authority for all staff. Good practice is shared amongst staff and staff attend in-house training sessions.

PARTNERSHIP WITH PARENTS

VLC firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. VLC recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. We have often have daily contact with parents and regular review meetings during periods of transition or periods of difficulty.

LINKS WITH EXTERNAL AGENCIES

VLC recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN students. Most of the students come to VLC with a team of professionals already engaged in their programme, and VLC is committed to working closely with such professionals. This includes:

- Educational Psychologists
- Early Help (previously CAF - Common Assessment framework)
- COMPASS: e.g. School Health Advisors
- Integrated Disability Service (IDS)
- Education/SEND 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 - Children Looked After (Education of Children in Care).

When a student is identified as having difficulties that have not previously been recognised, we will contact the commissioner and set up appropriate assessment, whether with CAMHS, an Occupational Therapist, Educational Psychologist, a dyslexia specialist and any other appropriate agency, and encourage that an Early Help (previously CAF) is undertaken.

EVALUATING THE SUCCESS OF PROVISION

In order to make consistent continuous progress in relation to SEN provision VLC encourages feedback from staff, parents and students during the academic year. Provision is regularly reviewed by gathering information and views from staff, students, parents/carers and commissioners. Raising achievement

and attainment of all students will be monitored and evaluated through:

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions after [number of] weeks
- Using pupil views documents
- Formal and informal feedback from parent/carers, students, staff and commissioners
- External inspections
- Holding annual reviews for pupils with EHC plans

COMPLAINTS PROCEDURE

The SENDCo or Principal are 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 school's complaints procedure.

A full copy of VLC's Complaints Policy and procedure can be downloaded from VLC's website. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.