

Vandyke Upper School

SEND Information Report

The Vandyke Achievement and Inclusion team is a team of caring, supportive professionals who are dedicated to ensuring all students are treated with care and respect and encouraged to achieve their highest potential.

We believe in every student and in their ability to succeed socially and academically.

Our team will work to ensure the students we support achieve the highest level of learning outcomes of which they are capable.

Vandyke Upper School: SEND Information Report

Introduction

Achievement and Inclusion Team

The Achievement and Inclusion (A & I) Team at Vandyke Upper School is made up of the SENCO, two assistant SENCOs and a team of Teaching Assistants. All these members of staff play a role in supporting the learning of students with special needs as well as those who have social/emotional or behavioural needs. Students who work with the A & I Team come for their lessons to a dedicated A & I resource area made up of small and large teaching spaces and which includes an IT suite.

Students at Vandyke are placed on the Achievement and Inclusion List if they need learning support or social / emotional / behavioural support. Some students will stay on the list throughout their time at school whilst others are on the list for a shorter period of time. Students will either be indicated on the list as E (EHC Plan) and K (Students with additional needs). Others will be on the list as M for Monitoring. Students on Pupil Premium who are underachieving may also be given learning support from Learning Mentors or other members of the A & I Team. We recognise at Vandyke Upper School that the support we put in for every student on the list is to help them achieve their very best academically as well as to make every student feel included in the Vandyke community.

<p>How does the school know if students need extra help?</p>	<p>Initially students are identified as in need of extra support by close liaison with the feeder middle schools. Liaison meetings with the feeder schools' SENCOs are arranged prior to transfer where all pupils receiving extra support are discussed in detail. The outcome of these meetings forms the basis of the initial Achievement and Inclusion List and the support allocated.</p> <p>After transfer, students are given baseline tests in reading, as well as tests within the English and Maths departments. The results of these tests serve to confirm the need for support, indicate that support may no longer be required or identify students who were not identified in the transfer liaison meetings.</p> <p>The school holds weekly Provision Review Meetings where the support allocated to students is discussed and modified if appropriate. Students recently identified as in need of support are discussed and the appropriate support allocated. It is also the case that students may no longer be in need of support and this is also discussed. The SENCO, Assistant SENCOs, Heads of Year and Designated Safeguarding Lead are present at these meetings.</p>
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School based information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to at Vandyke Upper School about students who have difficulties with learning, accessing the curriculum or issues with inclusion?</p>	<ul style="list-style-type: none"> • The SENCO: Mrs V. Watt • Deputy SENCO: Mrs M. Hall 	<p>In the first instance, contact Mrs Watt or Mrs Hall. They have the responsibility for the day to day management of the Achievement and Inclusion Team, including the daily deployment of Teaching Assistants.</p>

		They will discuss any issues with parents and ensure that students receive the support they need.
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How can students get extra support in school?	Types of support provided	What does this support look like in practice?	Who can get this type of support?
What are the different types of support available for students with SEND at Vandyke?	<p>a. In-class support</p> <p>b. Intensive Literacy/numeracy (Year 9)</p>	<p>a. Teaching Assistants or Learning Mentors are allocated to lessons to support students with their learning in the classroom.</p> <p>b. Students who, according to Middle School reports as well as a result of Upper School testing, have low literacy and numeracy levels and would benefit from extra intensive</p>	<p>a. Students with additional needs who are E or K. (TAs will also support any one else in the classroom who is having difficulty with their learning at any one time.)</p> <p>b. Usually this will be relevant for students with a reading age of 9-10 yrs and below on arrival at</p>

	<p>c. Individual Supported Study (ISS) (Year 10/11)</p> <p>d. 1:1 support</p>	<p>sessions. Instead of taking French these students will work in very small groups twice a week with a member of the A & I Team on their literacy and numeracy skills.</p> <p>c. ISS will replace one GCSE option subject. Students taking ISS will work in small groups and benefit from receiving extra help with their other GCSE subjects during these sessions (as well as continuing to develop literacy and numeracy skills.)</p> <p>d. Where a student has had a long absence (for example due to a medical condition) they may be given a period of time with a TA on a 1/1 basis to help catch up with work.</p>	<p>National Curriculum level of 2 or 3.</p> <p>c. Students who have ISS are those who may still be struggling with literacy and numeracy and need the extra support to help them complete work in their other subjects.</p> <p>d. Students on the A & I list who are already struggling with aspects of their work.</p>
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	<p>e. Access arrangements for public examinations.</p>	<p>e. Some students, on account of their learning difficulties, are put forward to be tested by a specialist teacher to see whether they are entitled to any special exam concessions. This is a rigorous process and the outcome may be that a small minority of students are entitled to some extra time or a reader or scribe for example in their public examinations.</p>	<p>e. Students who continue to struggle significantly with reading or writing or who have weak processing skills may qualify for special arrangements for their exams.</p>
<p>How is the extra support allocated to students?</p>	<ul style="list-style-type: none"> • Students who have an EHC Plan are allocated teaching assistants to their classes according to provision requirements of their plan. • Students on the K list with additional needs will receive in-class support in a similar way as we try to ensure that those needing the support are in classes where we have already allocated in-class support. • Students in low set English, maths and science groups (where there is not already support) will be allocated a teaching assistant wherever possible in the classroom. 		

<p>How are the teachers in school supported to work with students with special needs?</p>	<ul style="list-style-type: none"> • All teaching staff and support staff receive detailed, and regularly updated, information on all the students in school who are on the Achievement and Inclusion List. They also receive information about the different barriers to learning that students experience in school experience with suggestions on helpful strategies. Students with EHC Plans and those on the K list are also issued with a Student Support Plan detailing specific support strategies. All EHCPs and Support Plans are accessible to all teaching and support staff. • Where there is a student who requires more specialised support in the classroom, the SENCO / Assistant SENCo sends individual memos to their class teachers explaining their specific difficulties and outlining the strategies to use to support the student as effectively as possible.
<p>How will the teaching be adapted for a student with learning needs?</p>	<ul style="list-style-type: none"> • All class teachers know from the outset which students in the classroom have a special educational need. Each teacher plans their lessons according to the range of students in their classroom, ensuring they use adapted learning strategies to meet the learning needs of every student. <p>There are many different strategies that can be applied in the classroom by teachers. These include such things as using dyslexia friendly teaching, offering specially adapted work sheets in order to pitch work at the correct level for each student, careful seating plans, using different types of questioning to suit the needs of particular students, the use of scaffolding materials etc. Staff have received full training on adapted learning techniques and they receive regular updates on students throughout the year so they can change what they are doing and refine support as needed.</p> <ul style="list-style-type: none"> • If the student requires a laptop or a scribe, for example, to support them with their work the teacher will be made aware of this need and adapt lessons accordingly.

<p>How is the progress of students measured in school?</p>	<ul style="list-style-type: none"> • Students in Years 9, 10 and 11 receive three progress reports a year which track their progression through school. Each progress report is analysed carefully and interventions or extra provision put in place if for example a student is falling behind with work. • There are parent consultations held every term for each student so parents can discuss progress with their child's teachers.
<p>How does the school evaluate the effectiveness of its provision for students with additional needs</p>	<ul style="list-style-type: none"> • Every week we hold a Provision Review Meeting (PRM) on a rolling programme with each year group. In these meetings, we discuss what provision is in place for the students that are on the agenda, discuss how effective the provision that we have in place is, and whether we continue what we are doing or try something new. This could mean that we add further in house intervention strategies to the student's plan or that we endeavour to refer to an outside agency for additional support. • In addition to this, every student who is receiving Individual Supported Study (ISS) sessions has an individual intervention plan. This plan details progress report information and the types of activities that are taking place during the ISS sessions. This is reviewed, evaluated and adapted following each progress report to ensure that we are tailoring support for students' needs as they change over time.
<p>What support is available to parents who have a child with a special need?</p>	<ul style="list-style-type: none"> • Where a student has an EHC Plan, the Annual Review meeting provides an excellent opportunity for parents to share concerns with the SENCO, Keyworker etc. Where a parent requires extra support themselves then school will help to direct them to appropriate agencies. • Parents very often ring into school with a concern and this usually results in a meeting being set up as soon as possible between SENCO/ Assistant SENCO and parents. This provides a supportive environment for parents to share any concerns they may have.

<p>How is Vandyke Upper School made inclusive to all students with SEN?</p>	<ul style="list-style-type: none"> ● All students who need support are encouraged to access the full range of the curriculum. Where it is felt they may need some extra support to do this they will be supported by a member of the Achievement and Inclusion Team. ● In some cases, the student may require social emotional/behavioural support rather than learning support, in which case they may be supported in lessons by a Learning Mentor. This support can take the form of one to one support talking through any social emotional issues the student may be having or being available as a mentor when the student requires that type of extra support. ● Some students feel they need extra support at break and lunchtimes in which case we provide a “safe haven” for them to be part of a smaller group at these times but still supported by a member of the A & I Team. ● The school has an up to date “Access” policy that has been ratified by the Governing Body. A great deal of modifying work has been done to enable access throughout the vast majority of the building with ramps, automatic doors and disabled toilets having been installed.
<p>What steps have we taken to prevent pupils with SEN from being treated less favourably than other pupils?</p>	<ul style="list-style-type: none"> ● The Whole School Ethos: Everyone Matters. The leadership of the school gives great emphasis to inclusion and this permeates all pastoral, academic and social aspects of school life. ● This is backed up by a large Achievement and Inclusion team that is led by a member of the SLT. ● The Achievement and Inclusion team work in close liaison with the Heads of Year to ensure that issues arising due to SEND barriers are addressed with the aim of limiting any form of discrimination. These are addressed by weekly Provision Review Meetings attended by Heads of Year, Achievement and Inclusion key personnel, the SENCO and DSL, where appropriate provision to meet the needs of students is discussed and agreed.

	<ul style="list-style-type: none"> • Where appropriate, a student with SEND and with an extreme behaviour concern, who has to appear before a Governors' panel, would be represented by a member of the Achievement and Inclusion team to ensure SEND issues are taken into consideration.
<p>What are your school's admission arrangements for pupils with SEN or disabilities?</p>	<ul style="list-style-type: none"> • Very close liaison takes place with the feeder schools prior to admission. All relevant details are then communicated to the appropriate staff. • Where appropriate, extra transition support is made available to help achieve a smooth induction into Vandyke, including the 'Not the Summer School' project. • In preparation for admission, parents of SEND students are given the opportunity to meet members of the A & I team to discuss provision that is available and what is most appropriate for their child. <p>Students with specific disabilities will often transition with a care plan in place. This care plan will be discussed with the parent and student and all necessary adjustments will be made to ensure that the student feels comfortable in the upper school environment.</p> <ul style="list-style-type: none"> • Care plans will be available to all staff via the SIMS system.
<p>What facilities are provided to help disabled students access the school?</p>	<ul style="list-style-type: none"> • We will ensure that any student who is unable to access stairs because of a physical disability will have all lessons in ground floor classrooms. • We will provide any additional furniture to meet the requirements of a disabled student i.e. perching stools, stools with backs or armrests etc. • Automatic doors and ramps allow access to all blocks for a disabled student • A wheelchair is available for use if needed or we can store a student's personal chair in school for use when needed. • All students with a disability will have a personal evacuation plan in place to be used in case of an emergency and this will be circulated to staff.

<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • The school's pastoral system supports every student through the Director of Year and a non-teaching Head of Year. Their role is to ensure that the overall wellbeing of each student is taken care of. • The school support system is known as Achievement and Inclusion. By embracing all aspects of a student's need for support under one umbrella, it makes it much easier to consider the wellbeing of the whole child. • The Provision Review Meetings referred to earlier on in the Local Offer ensure that the needs of the whole child are discussed and appropriate provision identified: social, emotional and behavioural needs are discussed alongside the need for academic support. This enables a range of support strategies and provisions to be put in place that can best meet the needs of the individual. • Because the school's policy is one of inclusion, students on the Achievement and Inclusion list also receive the benefit of the school's wider pastoral support system whereby form tutors have initial responsibility for tracking the progress, welfare and attendance of individual students. Where concerns arise that require further support then a student can be referred through the Provision Review system.
<p>How will the school prepare and support my child to join the school?</p>	<p>The school has well-established procedures to smooth the transition for students in need of extra support.</p> <ul style="list-style-type: none"> • 'Not the Summer School'- following close liaison with the feeder middle schools, students regarded as vulnerable and who may have difficulty on transfer are identified. These students are invited to participate in "Not the Summer School" where students from all the feeder middle schools come together for a series of introductory activities, including music, sport, food technology, drama, and a trip out. Consequently, the students are familiar with key personnel, the layout of the building and each other prior to transfer. • Being an inclusive school, this group of students all still have access to the other transition activities and meetings provided for the whole intake.

<p>How will my child be supported when moving onto the next phase in their education and preparing for adulthood?</p>	<ul style="list-style-type: none">• During the annual review process we will use the 'Preparing for adulthood' form to discuss what the child needs to move onto the next phase in their education or prepare for adulthood• During year 11, students with EHC plans and those who are on the additional needs list will be prioritised for a 4YP appointment (4YP is a careers service for young people) to ensure that early on they are supported with transition to the next phase of their education.• During the year 11 EHC plan annual review the Central Beds Personal Guidance Advisor (LDD) Youth Support Services will be invited to offer further support and guidance on how to access the next phase of education and offer any other pertinent advice that relates to preparing for adulthood
<p>What if I am not satisfied with the provision being made for my child?</p>	<ul style="list-style-type: none">• In the first instance, parents should contact either the SENCO Mrs V. Watt or the Deputy SENCO Mrs M. Hall via send@vandyke.cbeds.co.uk or on the main school number, (01525) 636700. If you are still not satisfied following this consultation, you can direct any concerns to the Head Teacher Mr T. Carroll.• The Achievement and Inclusion team will endeavour to meet with parents as soon as possible if there are any concerns regarding provision or any other issue.

What external agencies are available to support students in school?

- CAMHS (Child and Adolescent Mental Health)
- CHUMS (Bereavement and Emotional Support)
- Hearing Impaired / Visual Impaired Services
- Edwin Lobo Children's Centre
- Counselling
- 4YP (providing careers 'support)
- Medical Needs Support
- Educational Welfare Support
- Educational Psychology Service

SEN legislation

Vandyke has been closely following the guidelines of the Children and Families Act since its publication in 2014.

One of the main changes in the legislation is the increased weight given to the voice of parents of a child with special needs and the voice of the children themselves with regard to the extra support and provision they are being given to enhance their learning. The publication of Vandyke's Local Offer has been put together following a very successful discussion forum held at Vandyke Upper School in which past, present and future students attended, along with their parents, staff from school and our SEN Governor link. This reflects the strong working partnership which exists between school and home and of which Vandyke is so proud.

Raising the achievement and tracking the progress of all our students with special needs will continue to be our main priority in the A & I Team and, in accordance with the new legislation, the needs of each individual student will be firmly rooted at the centre of all we do.