



# VANDYKE UPPER SCHOOL

*Responsible, Respectful, Resilient. World Ready.*

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## SEND Information Report

### Academic Year 2025 - 2026

This report was reviewed: September 2025

Next review due: September 2026

Vanessa Watt – September 2025



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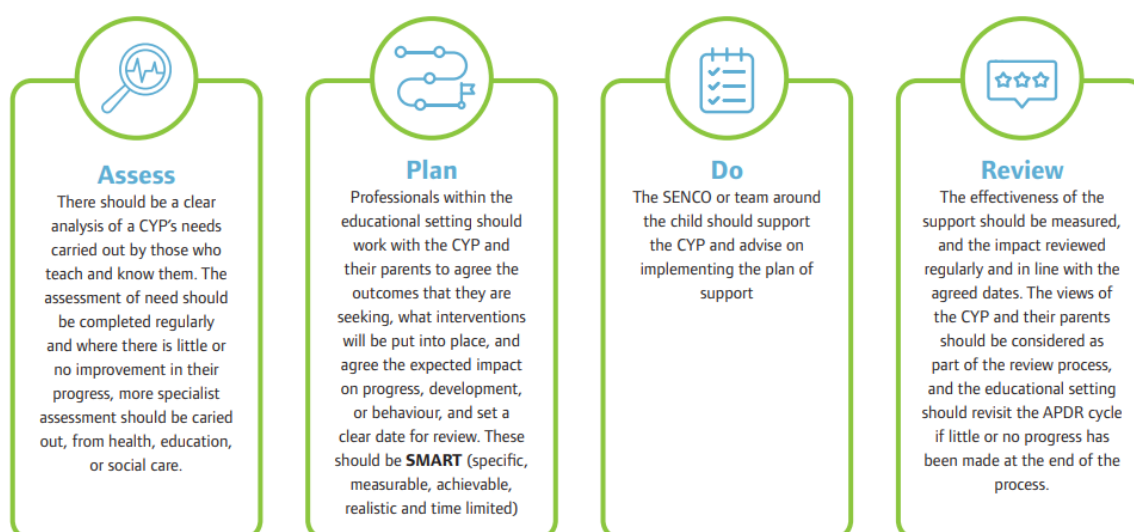
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## 1. Glossary of Terms

- Achievement & Inclusion Booklet – A shared SEND area where relevant information about the students and their needs are available for all staff.
- ADHD – Attention Deficit Hyperactivity Disorder
- ASC – Autistic Spectrum Condition
- CYP – Child / Young Person
- EHCP – Education, Health and Care Plan
- Graduated Approach – A 4-part cycle of **Assess, Plan, Do, Review (APDR)**.



This is a cyclical approach used in special education to support pupils with additional needs, as outlined in the SEND Code of Practice (UK, 2015). [SEND code of practice: 0 to 25 years - GOV.UK](#)

- HQT – High Quality Teaching
- K – Code used on the SEND register to denote SEND support
- KX – Code used on the SEND register for a student being supported by outside services such as CAMHS or the school counsellor.
- LAC – Looked After Child
- M – Code used on the SEND register for a student who is being monitored
- OAP – Ordinarily Available Provision which is delivered by the teachers as part of High-Quality Teaching
- Post LAC – No longer Looked After Child
- PP – Pupil Premium
- SEND register – Special Educational Needs and Disabilities (SEND). This is an up-to-date list of all students who have either an EHCP or have been identified as needing additional support (K-SEND support)

- SGO – Special Guardianship Order
- SSP – Student Support Plan is issued by the SEND team should a child's needs not be met by OAP detailing more targeted intervention
- Student Passport – A summary of how a child can be supported
- TA – Teaching Assistant.

## **2. Introduction**

2.1 Welcome to our SEND Information Report, forming part of the Bedfordshire Local Offer for students with SEND in accordance with the SEND Code of Practice, January 2015 (Ch 6, section 6.79).

2.2 This report fully complies with regulation 5 and Schedule 1 of the SEND Regulations 2014. The information published will be updated annually. The SEND Information Report also applies to all students who are looked after by the Local Authority and have SEND.

2.3 This document is to advise Vandyke families with children who present with SEND on the provision that is available at Vandyke Upper School. It should guide families when deciding if Vandyke Upper School is the right educational setting for their child.

2.4 When talking about 'provision', we refer to the support, resources and opportunities we can put in place to meet a student's needs and help them make age-appropriate progress at school.

## **3. What is SEND?**

3.1 Any child at any given time may have a special educational need. The SEND code of practice (January 2015) defines SEND as:

'A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which presents 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.'

3.2 If a learner is identified as having SEND, we will make a provision which is 'additional to' or 'different from' that which is provided for students without a SEND (the normal curriculum delivered through HQT and OAP), which is intended to overcome any barriers to their learning.

3.3 It is important to note that slower progress in some students does not mean they have SEND, reasons for this may include gaps in learning for example.

3.4 Additionally, students must not be regarded as having SEND solely because their language or form of language is different from the language in which they will be taught.

## **4. What is a disability?**

4.1 The Equality Act, 2010, gives the following definition of disability:

'A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term negative effect on their ability to do normal day-to-day activities.'

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.
- 'long-term' means 12 months or more.

4.2 This definition of a disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer.

4.3 Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disability and SEND. A child or young person may therefore be covered by both SEND and disability legislation.

## **5. Accessibility**

5.1 Our school is a safe and accessible building, and we use our best endeavours to make it welcoming to the whole community.

5.2 All safeguarding procedures and risk assessments are in place and adhered to by all staff. We aim to support students with a disability to access our facilities to help SEND students throughout our school.

5.3 Where a student is taught in a block which is more than one floor in height, we can timetable most lessons to be on the ground floor. Our Science and Maths block

is set over 3 floors and is accessible by a lift. Lift passes are issued by our medical team.

5.4 Our site is set in blocks; students need to move between blocks to access their lessons.

5.5 Further information is available in our Accessibility policy.

## **6. What types of SEND are provided for at Vandyke Upper school?**

6.1 There are four broad areas of need shown below. We recognise that a student's needs may fall into one or more categories.

6.2 Communication and Interaction: Students with speech, language, and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to; understanding what is being said to them or they do not understand what is being said to them. They may not understand or use social rules of communication. Children with ASD can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication, and imagination, which then impacts on how they relate to others.

6.3 Cognition and Learning: A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support to access the curriculum and may also have associated mobility and communication difficulties.

6.4 Social Emotional and Mental Health (SEMH): Children and young people diagnosed with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) or Attachment Disorder may need additional support to access the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education. We try to signpost to external agencies however, support nationally for SEMH services is stretched.

6.5 Sensory and/or Physical Needs (SI/PD): Children and young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum. Some with physical disability (PD) may need additional and ongoing support or resources to enable them to access the same opportunities available to their peers. Additional SEND provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

## **7. What is Vandyke's approach to teaching students who have SEN?**

7.1 HQT using OAP is the most effective tool for supporting SEND students to learn and make progress. When a student is not making progress based on an identified SEND, we will use the graduated approach to support them. Further details about the graduated approach can be found here:

[search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/cbc\\_graduated\\_approach.pdf](https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/cbc_graduated_approach.pdf).

7.2 To ensure teaching is of a consistently high quality, we use a range of methods to quality assure, including regular lesson observations, looking at students' work and shadowing a student across their lessons to ensure that their needs are being met. Staff CPD is ongoing, with inclusion at the heart of all decision making. All our strategic priorities this year are aimed at inclusion and meeting the needs of all students.

7.3 All teachers and SEND support staff will be informed about your child's individual needs, with adaptive teaching methods being implemented to ensure that reasonable adjustments are made to meet student needs and to enable your child to access their learning. This may involve using different strategies, more practical/adaptation of resources and activities.

7.4 Within school, there are a variety of staff roles which help us to support your child. Where it is felt it is the right thing to do, a student will be offered additional help and support, in which case you will be informed. There are ranges of interventions which are available, and should your child need this, a discussion will be held with you.

## **8. How does Vandyke identify students with SEND and assess their needs?**

8.1 The statutory guidance for identification, assessment and provision of SEND is documented within the Code of Practice and is based on a model known as the 'graduated approach'.

8.2 Using the graduated approach, students may be identified on the school's SEND system, coded M, K, KX or E which is accessible to all staff. A visual representation of the system can be found in Appendix 1.

8.3 The SENCOs in conjunction with teaching, pastoral and safeguarding staff closely monitor the progress and attainment of students on the SEND register.

8.4 A student may have additional needs if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- The attainment gap widens
- It can also include progress in other areas than attainment (p.84 SEND Code of Practice document).

**8.5 However, identification may also be as a result of:**

- Teacher concern
- Following up parent/carer concerns
- Tracking individual student progress over time
- Liaison with feeder schools on transfer
- Information from previous school
- Information from other services

8.6 If further assessment is required, we will use a variety of assessment tools appropriate to the area of need, to support us in identifying specific areas of difficulty. We will explore appropriate intervention and provision to support the child with their needs.

8.7 If a child or family needs a more in-depth assessment, we request the support of outside agencies and often a referral can be made.

## **9. What are the arrangements for assessing and reviewing a student's progress towards outcomes to assess their impact?**

9.1 All students, including those with SEND, are assessed on a regular basis, in accordance with the school's assessment policy.

9.2 Teachers formally assess and review progress and attainment, which is communicated to families by a progress report.

9.3 Additionally, parents' evenings are held when there is an opportunity to discuss progress, attainment and next steps.

9.4 SEND students identified as K code will have their SSP reviewed every term.

9.5 All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress made in meeting the outcomes stated in the plan, they will also be provided with an SSP which is reviewed every term to track progress.



## **10. Who do I contact if I want to find out more information or think my child has SEND?**

10.1 If you have concerns about your child's progress, the first point of contact should always be your child's tutor.

10.2 The form tutor will contact the relevant person to discuss these concerns, if appropriate. This is the first stage of the graduated response to a student's needs.

10.3 The contact details for members of staff who can support students and families with additional needs (those on the SEND register) are:

<b>Mrs V Watt</b>	<b>Mrs M Surridge</b>
SENCo	Deputy SENCo
SEND@vandyke.cbeds.co.uk	

## **11. How do we consult with families of children with SEND and involve them in their child's education?**

- Student and parent views inform all outcomes and next steps for a child.
- We will notify the parent/carer should their child be considered for an intervention.
- We will consult with the parent/carer should their child be identified as benefiting from support outside of the school's expertise.
- We will signpost to available support outside of school for families.
- There will be events held by the SEND team throughout the year involving families. These include information events, coffee morning/afternoons, attendance at key school events and the publishing of support available from outside services.

## **12. What can I do as a parent/carer to support my child?**

12.1 The most important way to support your child is to get them into school every day to attend every lesson. Nationally, students with SEND have a lower attendance percentage than their peers, and the chances of gaining a grade 5 in English and maths drop rapidly.

12.2 Support with organisation – have access to EduLink One, check their bag, provide food and drink, resources and stationery. If your child is in receipt of the pupil premium and organisation or buying goods is an issue, do let us know.

12.3 Attend parent events and let us know if you are unable to attend so that we can see how we can get in touch in other ways.

12.4 The best way to support your child is to work side by side with us as a team.

### **13. What are the arrangements for consulting with a student with SEND and involving them in their education?**

13.1 Students are encouraged to take part in pupil voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to outcome setting and reviewing and reflect on their learning and achievements.

13.2 All students who identified as having SEND in receipt of PP, LAC, Post LAC, SGO or service children will have a Pupil Passport, where they can share their views of how they would like to be supported within the classroom.

### **14. How does the school involve external support?**

14.1 Vandyke Upper school has developed effective working relationships with a wide range of external professionals and agencies.

14.2 These include:

- The Local Authority
- Hearing and Visual Impairment Service
- SALT
- The Child Protection Service
- Social Services
- The Educational Welfare Officer
- Virtual school
- ASD advisory services (Ivel Valley)
- Umbrella Outreach
- Cognitive outreach (Weatherfield Special School)
- Children and Adolescents Mental Health Services (CAMHS)

14.3 These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with the Local Authority and uses the Early Help Assessment process when appropriate to do so.

14.4 A variety of support services are available for the families of students with SEND:

- Early Help Assessment (contact the Pastoral teams at school through the child's form tutor)
- SENDIASS [Central Bedfordshire Special Educational Needs and Disability Information, Advice and Support Service | Central Bedfordshire Council](#)
- Central Beds Local Offer 15. [Central Bedfordshire SEND Local Offer](#)

## **15. When will the school use Alternative Provision?**

15.1 There may be occasions where a need for Alternative Provision is required, this may be short or longer term.

15.2 Any arrangements will be made in full consultation with the student and their family.

15.3 Vandyke Upper school will only use CBC approved providers. A list of approved providers is available on the local offer website.

[Central Bedfordshire SEND Local Offer](#)

## **16. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?**

16.1 Transitions can be a complex and daunting time for some of our students. We offer:

- SEND transition meetings between schools
- Support with college and post-16 applications
- Support for parents/carers with college courses, apprenticeships and other suitable post-16 vocations

16.2 Students who may find the transition to Vandyke Upper School a daunting or challenging experience, will be offered additional opportunities to visit the school before they move in September.

16.3 From Year 9, transition planning starts for the move into Key Stage 4 and from there into Sixth Form, college, or employment.

16.4 For students with SEND, where it is deemed necessary, additional information is gathered and shared with further education providers, to ensure the most appropriate provision and support is available.

## **17. What adaptations are made to the curriculum and the learning environment of children and young people with SEND?**

17.1 Most of our students follow our set curriculum, however a small number of learners may have a personalised curriculum. This may include:

- Communication studies
- PDE
- ISS
- Smaller learning environments

## **18. How are resources allocated and matched to a student's SEND needs?**

18.1 SEND resources are allocated based on evidence of need and effectiveness.

18.2 A child may find that they need more support at certain times of their school journey and working with the student and parent/carer, we try to adjust provision to meet changing needs.

## **19. What expertise and training do staff complete, to support children and young people with SEND?**

19.1 Annual training covering various aspects of SEND will be offered to all staff as part of the School's CPD programme.

19.2 Staff have received and continue to receive training across all areas of need identified in the SEND Code of Practice.

## **20. How do students with SEND engage in activities outside of the classroom?**

20.1 A large range of extra-curricular activities are available at Vandyke. These are open to all students, including students with SEND.

20.2 Day and residential trips are open to all students.

20.3 Your child's specific needs can be discussed if they wish to join a trip.

20.4 The accessibility of each trip is assessed on an individual basis. All reasonable steps are taken to ensure participation.

## **21. What support is available for improving emotional and social development?**

21.1 At Vandyke, each student is in a tutor group and has a form tutor who will be with them as they progress through the school. This provides continuity and builds a strong relationship for the student and their family.

21.2 All students receive a programme of pastoral education.

21.3 All students have Life Skills lessons delivered as part of the curriculum.

21.4 The year team are non-teaching and are available to offer support to each student as required.

## **22. What are the arrangements for handling complaints from families of children with SEND about the provision made at the school?**

22.1 We hope by maintaining regular dialogue between families and the school that you will not have cause to make a complaint.

22.2 However, if you do, the process is outlined below:

- Contact the SENDCo, Miss V Watt  
[SEND@vandyke.cbeds.co.uk](mailto:SEND@vandyke.cbeds.co.uk)
- Should the complaint not be resolved satisfactorily, please refer to our complaints policy (available on our website).

## **23. References**

23.1 The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014  
SCHEDULE 1: Information to be included in the SEND information report.

23.2 This can be found at:

<https://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made> Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at:  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## Appendix 1

### SEN Support Structure

**Student is not making expected progress.**

- Support received through OAP and QFT
- Teacher supports through cycles of APDR

Student is placed on the SEN register as code M (Monitor)

**Student is still not making expected progress.**

- Referral made to the SEN team
- SEN team decide on next course of action.  
This can include: observations, meetings, suggestions of further support to a teacher, referral to specialist services outreach provider

Student is placed on the SEN register as code K (SEN support)

**Student is still not making expected progress.**

- All appropriate targeted interventions have been tried (each lasting 6 weeks)
- All OAP available to Vandyke has been tried
- Specialist input has been sought and tried
- Educational psychologist involvement has been sought for suggested interventions

Student may require an EHCP