The Vyne Community School SEN Information Report - November 2026

1a. The name and contact details of the SEN Co-ordinator

KS3 SENCO - Mrs Williams
j.williams@vyne.hants.sch.uk

KS4 SENCo - Mrs Kingswood
v.kingswood@vyne.hants.sch.uk

Language Resource Manager - Miss Walkden
k.walkden@vyne.hants.sch.uk

Governor Link for SEN - Mrs Jones
cheryl.jones@vyne.hants.sch.uk

Headteacher - Mrs Pearce
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1b. Information on where the local authority's offer is published

Hampshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND). This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families.

Please click here to be directed to Hampshire's Local Offer Directory.

2. The kinds of special educational needs for which provision is made at the school

The Vyne Community School is a mainstream secondary school in the heart of Basingstoke. We are an inclusive school catering for the needs of the vast majority of students in our catchment area and beyond. Children may have special educational needs which have been identified before joining The Vyne while others may be identified during their time at The Vyne.

Pupils have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Pupils have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the

area of the local education authority.

- Have a social or emotional need which hinders or prevents the student from gaining full access to the school's curriculum.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

For these pupils' educational provision will be made that is additional to, or otherwise different from, the educational provision made generally for children of their age. Pupils may have learning needs in areas of Cognition and Learning, Communication and Interaction, Sensory or Physical and Social, Emotional or Mental Health.

3. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Provision for pupils with special educational needs at The Vyne is a matter for the school as a whole. In addition to the governing body, the school's head teacher, SENDCO and the SEN team, all other members of staff have important responsibilities.

Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. You will be informed through parent evenings and 1-1 contact with teachers, SENDCo or progress leader when required if there is concern that your child is not progressing at the expected rate. Department leaders will liaise with the SEN team and a full assessment will be carried out into your child's learning if this is considered necessary.

For pupils with an identified special educational need there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

If you wish to discuss your child's needs then you should contact the SENCo.

4. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans.

The SEN information report here takes the place of an SEN policy.

5a. How does the school evaluate the effectiveness of its provision for pupils with SEN?

All interventions and support offered to students is regularly monitored and evaluated by the SENCo. Adjustments are then made accordingly. Effectiveness of provision for pupils with SEN is evaluated in the following ways:

- Observations of teachers and LSAs,
- Pre and post intervention testing and analysis of the data collected,
- Analysis of student progress data:
    - Year group case reviews;
    - monitoring visits from governors and HIAS; and

- guidance from the recent Ofsted report.

5b. How will you and I know how my child is doing?

You will be offered:

- Progress Evenings where you will have the opportunity to speak to your child's teachers on a 1-1 basis.
- Two reports yearly – one after each data collection.
- Access to the Inclusion Team
- Contact with SENDCo /Language Resource Manager when required, dependent on level of need.
- A Student Profile when required, dependent on level on need.

The Inclusion Team are available throughout the school day to discuss concerns and will be happy to provide an overview of your child's academic and pastoral needs.

5c. How will the school staff support my child?

At The Vyne, we adopt a child centred, graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene at an appropriate level based on the picture of learning needs. We will endeavour to match special educational provision to individual pupil needs. We will record the steps taken to meet the needs of individual children.

If a pupil is known to have special educational needs when they arrive at the school, the Headteacher, SENDCo, English and Maths Subject Leaders, departmental and pastoral colleagues will:

- use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class;
- ensure that on-going observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning;
- ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme;
- involve the pupil in planning and agreeing targets to meet their needs; and
- involve parents in developing a joint learning approach at home and in school.

The school will also continue to monitor pupils and use data and observation to identify pupils with special educational needs. To support this process the school will use:

A continuous process of assessment that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- assessment data from feeder schools;

- year 7 entry assessment data – CATs, reading and spelling assessments;
- evidence from teacher observation and assessment;
- their performance in relation to their flightpath. This is reviewed in terms of curriculum expectations at the end of key stage; and
- standardised screening or assessment tools.

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. If necessary the school will arrange for a mother tongue assessment to be carried out. Support will also be sought from EMTAS.

5d. How will the curriculum be matched to my child's/young person's needs?

All pupils identified as having SEN at The Vyne are treated equally and are given access to an appropriate curriculum. All teachers are teachers of students with special educational needs and are responsible for the progress they make.

At The Vyne, we work together to ensure that there are strategies in place to support pupils with individual needs in the classroom setting. Key information is passed to the SEN team that they can support the planning and delivery of an appropriately differentiated but challenging curriculum. The staff are provided with student profiles detailing the student's areas of need, strengths and appropriate strategies to support students with their learning.

Students are taught in mixed ability groups for the foundation subjects: humanities, languages and creative arts. Core subjects: English, Maths and Science are set according to ability in the Autumn Term of Year 7.

In Year 9, all students are given an interview with a senior member of staff to help them identify suitable GCSE subjects. All students take their options in Year 9. Furthermore, in Year 10 all students are given an interview with a careers advisor to support their college applications. Additionally, students with an EHCP are given support from their Key Workers to complete their college applications.

In Year 10, the SEN team works closely with teaching staff to gather evidence of students' needs and their normal way of working. This ensures that access arrangements are appropriate, supported by evidence and applied for in accordance with JCQ requirements. The school continues to follow the Joint Council for Qualifications (JCQ) regulations and guidance to ensure that students with identified needs receive appropriate access arrangements for examinations.

Arrangements are reviewed regularly to ensure students receive the support they need to access examinations fairly and demonstrate their abilities. Access arrangements must be consistently used as part of a student's everyday learning and assessment, rather than being

provided solely for examinations. The SEN team works closely with teaching staff to monitor their use and gather supporting evidence. Where an access arrangement is no longer required or is not being used consistently, it will be reviewed and may be withdrawn to ensure continued compliance with JCQ requirements.

The Access Arrangements Coordinator will ensure that the school implements Access Arrangements - including screening assessments and all necessary record-keeping - in line with regulations and guidance provided by the Joint Council for Qualifications (JCQ). The current Access Arrangements Co-ordinator is Vicky Kingswood, who is also the SENDCo.

5e. How is the decision made about the type and how much support my child will receive?

Through liaison with teachers and analysis of data over time, it may be concluded that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will inform the SENDCO and subject teachers who will work together to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the pupil's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the pupil's behaviour;
- is likely to lead to appropriate accreditation; or
- is likely to lead to participation in further education, training and/or employment.

When a pupil is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the Vyne's usual differentiated curriculum.

If the school concludes that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The school SENDCo will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's subject and pastoral teachers will remain responsible for working with the pupil and for planning and delivering an individualised programme. In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them

informed of their input. If these professionals have not been working with the school, the SENDCo, with the parent's permission, will contact them.

5f. What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

We offer a range of extra-curricular activities both at break times and after school. Every effort is made to ensure that all pupils have the opportunity to access a range of activities. These include sports clubs, drama clubs, book clubs, art clubs and others. The activities on offer change on a termly basis and a letter is sent out each term to inform parents of the range of activities and times. These are also displayed and tutors encourage their tutees to participate in extra-curricular activities.

There are also a range of school trips which are run by the different departments across the school, including overseas trips. Every effort is made to ensure that pupils are able to benefit from these trips and support is put in place to ensure access for children with special educational or physical needs.

5g. Support that is available for improving the emotional and social development of pupils with SEN. What support will there be for my child's overall well-being?

At The Vyne, it is a teacher's duty to ensure the maintenance of good order and discipline among the students and to safeguard their health and safety. There is a strong pastoral system which is based on year group tutors and progress leaders who monitor and support the day to day wellbeing of the pupils in their care.

In addition to this, The Inclusion Team is a vital part of the pastoral care team and provides a service for parents and carers. The Inclusion Team will involve parents and carers more actively in the education of, and decision making for, their children both in school and outside of school. As well as wanting to foster the interest of parents/carers, the team are aware that parents/carers have an intimate knowledge of their children at home across a wide range of activities and experiences. Recognising this knowledge and commitment, the team will aim to support the development of a partnership with all the professionals involved with each child at school and beyond.

The team includes:

Assistant Head teacher - Behaviour and Inclusion

The Inclusion Team

Progress Leader and tutor team

Attendance Officer

Student Counsellor

Where there are significant concerns about a pupil, either from a safeguarding or a child protection point of view then staff will notify one of the named Designated Safeguarding Leads (DSLs) as quickly as possible. Any new member of staff will be obliged to complete safeguarding training.

Any records or incident reports concerning child protection or safeguarding will not be kept public or amongst general student records. The Child Protection Policy and other safeguarding policies are available from the school website.

6. What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?

If a child is not making expected progress despite additional support being provided by the school it may be necessary to seek the involvement of external services such as special needs advisory teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents. External support services will see the child, so that they can advise subject and pastoral staff on appropriate provision, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Local Authority Provision

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service (SENDIASS)
- SALT (Speech and Language Therapy)
- Communication and Interaction Team
- Specialist Teacher Advisory Service (STAS)
- Hampshire Inclusion Advisory Service (HIAS)

Health Provision

- School Nurse
- Physiotherapy
- CAMHs
- Neurodiversity Advice and Support Hub

At The Vyne we have a clear CPD programme which ensures that all staff have targets for professional progression to ensure that we are developing our knowledge and skills. Training is conducted on an in-house or external basis depending on the identified need. This includes:

- Regular training, which is disseminated among staff.
- Support from outside agencies to deliver whole staff training e.g. Speech and Language training, EAL training.
- Regular LSA meetings and training sessions.
- Staff clinics to address individual student needs.

- Specific training to meet specific needs or ensure skills development.
- Whole school INSET programme.
- Access arrangement training.

All staff receive annual training on SEN as part of Staff INSET. There are regular opportunities for 'drop ins' for staff to ask questions about students with an EHCP.

There is an annual TA training day for all teaching assistants.

7. How accessible is the school both indoors and outdoors?

The school is a two storey building, with core subjects taking place upstairs and non-core subjects taking place downstairs. Every effort is made to make the school fully accessible to all pupils but consideration should be given to the fabric of the building when deciding if it is the most appropriate place for your child as there are no first floor access facilities.

- The school is fully compliant with the Disability Discrimination Act requirements.
- There are disabled toilets downstairs, and disabled facilities (including showers) in the Sports Hall.
- There are 4 disabled parking bays in the car park.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- All corridors have clear signage.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

8. How are parents involved in the school? How can I get involved? Who can I contact for further information?

As you will be aware the benefits of involving parents/carers in their children's education are manifold, including:

- improved levels of achievement; and
- more positive pupil attitudes and behaviour.

Therefore, the greater your support for your child's education, both in terms of your interaction with the school and your conversions at home about your child's educational endeavours, the more positive the outcomes are likely to be.

Some of the main ways you can be involved in the life of the Vyne include the following:

- read the weekly e-news;
- on-line communication systems/School website/Twitter/Facebook;
- links with Tutor and Inclusion Team;
- attendance at Annual Reviews;
- parent's workshops, options evenings, special events;
- supporting the performing arts and musical performances;

- attendance at Progress Evenings; and
- as a parent governor.

If you wish to know more about how you can get involved, please contact the Inclusion Team.

9. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Hampshire SENDIASS - https://www.hampshiresendiass.co.uk/
Hampshire Parent/Carer Network - http://www.hpcn.org.uk/

Please click here to be directed to Hampshire's Local Offer Directory.

10. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life

Joining The Vyne:

- Members of teaching staff work with local feeder primary schools to provide enrichment activities from Year 5 onwards. This is coordinated by the Year 7 progress Leader.
- Open evenings are offered in September each year, where parents and pupils have the opportunity to meet and discuss their child's individual needs with key members of staff, including the SENDCo and the Language Resource Manager.
- The SENDCo visits all feeder schools to discuss individual pupil needs.
- The Manager of the Language Resource provides a clear transition programme for pupils joining the Language Resource Unit.
- A SEN Transition Morning occurs before the main Transition Day.
- Individual transition visits are arranged for key pupils who require additional support.
- Two transition days for all pupils occur in July.
- A meeting with the SENDCo can be requested before your child joins the school to discuss any concerns.

Transition to Key Stage 4:

- An options evening is provided in February, each year so that pupils and parents have the opportunity to discuss their child's next steps with subject specific teachers, tutors and Senior Leaders. Throughout the second term, Heads of Departments will meet with pupils to ensure they are clear about the content and expectations of each option.
- Tutors support students with option choices.
- The SENCo will meet one to one with key pupils to ensure option choices are 'best fit'.
- Pupils and parents can meet with tutors to discuss concerns about option choices.

Transition to College/Training:

- All pupils are encouraged to attend open evenings in local colleges from Year 10 onwards.
- Taster Days to local colleges are provided when appropriate.
- Year 10 ends the year by completing work experience.

- All pupils meet with their tutors to discuss next steps.
- All students then have access to the careers advisor.
- The students have the opportunity to attend a careers fair, arranged by the school.
- The students all receive two or three assemblies with the college staff and ex -students.
- As many college staff as we can invite attend both the parents evenings for year ten and eleven and options evening for year nine.
- The apprenticeship coordinators for Basingstoke hold meetings with those wishing to apply for apprenticeships.
- The careers advisor, librarian and the careers lead run workshops for extra help with college applications and apprenticeship applications.
- The interviews for college are facilitated by the school, in school or at college.
- Tutors, Progress Leaders, Subject Teachers and Inclusion staff support pupils to complete application forms.
- Visits by local colleges and training providers are made to the school throughout year 10 and 11, as well as visits to various training events by students, where they can be arranged.
- The SEN Department support key pupils with researching courses, application forms and college visit throughout year 11.
- The NEET coordinators (Barnardos and Hampshire Youth Service) are made aware of those students about whom we have concerns.

11. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

All students with SEN needs that require a student profile are consulted on their views. All students with an EHCP have an annual review to which the student, relevant external professionals, parents and key internal personnel are invited to discuss achievements since the last review and set new targets. The student is encouraged to contribute actively in this review.

12. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Please go to the Vyne website, School Information, Policies and Complaints Policy.

13. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

At the Vyne we have a range of qualified staff to support students. This includes:

- Learning Support Assistants;
- Teachers;
- Pastoral Support and Guidance Managers;
- Progress Leader; and

- A school counsellor.

The safeguarding team and Pastoral Support and Guidance Managers liaise with outside agencies to support health and wellbeing. The SENCo will liaise with specialist SEN support required outside of school.

Please contact the SENCo and they will advise you about the procedures for this and the role you will play in this process.

Next review date: November 2027