

SEND Information Report – 2026/2027



Last reviewed: August 2026

Next review due by: September 2027

1. What is our vision and aims for students with SEND?

At Cornelius Vermuyden School, we are committed to creating an inclusive, supportive and nurturing environment where every learner can thrive. We recognise that all students are

unique and aim to ensure that students with Special Educational Needs and Disabilities have access to the support, opportunities and resources they need to achieve their full potential. Following the SEND code of practice, we provide high-quality teaching, targeted interventions and personalised support tailored to individual needs. We strive to remove barriers to learning, promote independence, emotional wellbeing and positive outcomes, and ensure that all students are fully included in every aspect of school life. Through strong relationships with families and external agencies, we support our students to make good progress, develop confidence and resilience, and prepare successfully for future education and employment and adult life.

At Cornelius Vermuyden School, our vision is to create an inclusive and empowering educational environment where every student is prepared for the future. We strive to be a community of learners who are:

CREATIVE

OPEN – MINDED

RESPONSIBLE

NURTURING

EMPOWERED

LEARNERS

INCLUSIVE

US

We encapsulate these values in our identity: **WE ARE CORNELIUS**

Attribute	Students will...	Staff will...	We would like parents to ...
<i>Creativity</i>	<i>Develop new approaches to tasks and challenges, express themselves in various ways, examine issues from multiple perspectives, and appreciate innovation and excellence in all forms.</i>	<i>Implement varied teaching strategies, develop engaging lessons, foster an environment that encourages original ideas, and work together on school improvement strategies.</i>	<i>Encourage their child to express themselves and approach challenges with confidence.</i>
<i>Open - minded</i>	<i>Give new things a go, respect others' views while critically evaluating their own beliefs, and be willing to change</i>	<i>Avoid preconceptions about students' abilities listen to students and build positive</i>	<i>Approach school initiatives with a supportive and open minded mindset, encourage their child to respect diverse</i>

	<i>their minds when presented with new information.</i>	<i>relationships, engage in professional discussion within and outside the school to develop their teaching.</i>	<i>viewpoints, and be receptive to feedback.</i>
Responsible	<i>take ownership of their learning and their actions, attend school regularly, turn up on time and be prepared for learning. Follow school rules and contribute positively to the school community.</i>	<i>maintain highest professional standards, provide timely and constructive feedback, and actively contribute to school improvement.</i>	<i>Ensure their child meets the school expectations, maintain respectful communication with staff, support school policies and communicate with the school.</i>
Nurturing	<i>Look out for each other, support all members of our school, and treat others with kindness.</i>	<i>Create supportive learning environments, have students' best interests at the core of our practice, and foster professional growth among colleagues.</i>	<i>encourage their child's learning and emotional growth, stay connected with the school, and create supportive home environment.</i>
Empowered	<i>take initiative in their learning, assume leadership roles, show courage in their choices, and feel confident with their voice.</i>	<i>exercise professional autonomy, introduce innovative teaching methods, and contribute to school policy development.</i>	<i>play an active role in their child's education, and actively engage in the school community to help with school improvement initiatives.</i>
Learners	<i>develop critical thinking skills, seek knowledge beyond the curriculum and classroom, and view challenges for opportunities for growth.</i>	<i>engage in continuous professional development, model lifelong learning, and implement evidence based adaptive teaching practices.</i>	<i>support learning at home, keep up with what their child is learning, and find ways to support the curriculum outside of school.</i>
Inclusive	<i>make sure everyone feels part of the school, challenge discriminatory behaviour, and celebrate differences.</i>	<i>implement adaptive teaching practices to ensure every student makes progress, ensure equitable participation in school activities, and represent diverse perspectives in the curriculum.</i>	<i>support the school's efforts to be inclusive and encourage their child to value diversity.</i>

2. Identifying SEND

We use a variety of approaches to identify and understand a student's needs so that any support provided is timely, appropriate and tailored to the individual. Before students join us, our SENCO (Mrs Gard) and assistant SENCO (Mrs Clotworthy) work closely with teaching staff and SENCOs from feeder primary schools to gather relevant information and ensure a smooth transition. We also use information such as Key Stage 2 results, CAT testing and reading assessments to help build a clear picture of each student's strengths and areas where they may need additional support. Throughout their time at school, we continue to monitor progress through regular assessment data, classroom observations, learning walks, book reviews and SEND referrals from teachers. We believe that working in partnership with families is key. Parents and carers, as well as any member of staff, can raise concerns or discuss a student's needs with the SEND Team or Head of Year at any time. Where appropriate, we may carry out observations and gather further information to better understand how we can support a student. Most importantly, we value student voice. Students are encouraged to share their views; discuss any challenges they may face and contribute to identifying strategies that help them learn successfully. Their views are captured in a Pupil Passport, which provides staff with practical guidance on how best to support them in school. Students key information is also included on pupils 'This is me' cards which identified pupils have as an additional resource for support.

A graduated approach will then be employed to assess, plan, do and review students' needs. Parents and carers will be involved in each stage. The first step is to deliver supportive, quality first teaching to encourage independence. Heads of Year and class teachers track and monitor all students through the report cycle and will identify a need or situation that may require intervention. At this stage, the class teacher will have access to their own interventions. With any evidence of a lack of progression over time the SENCO, where necessary, will meet with the parents or carers to discuss concerns and possible solutions. With any sustained or timed intervention which is additional to and different from peers, students will be placed on the additional needs register. If sustained lack of progress in any of the four areas is evident then external services may be employed to support or assess a need. Exceptional and rare circumstances may require swifter progression through the graduated approach.

3. Categories of need we support

Cornelius Vermuyden aims to be an inclusive mainstream school. Staff have training and experience to be able to meet the needs of learners who may have difficulties with:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

4. Our graduated response

We follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a four-part cycle of **assess, plan, do, review**.

Assess – If your child is not making the expected level of progress, we will carry out an assessment to identify their strengths and areas of difficulty. If needed, we may seek support from external professionals.

Review – We will review how effectively the support has helped your child achieve the agreed outcomes. Using what we have learned about your child's needs, we will refine and improve the support we provide.



Plan - In collaboration with you and your child, we will agree on the outcomes we aim to achieve. We will then create a support plan to help your child work toward those outcomes. The outcomes recorded on pupil passports will be SMART targets, ensuring they are clear and measurable for everyone involved.

Do – We will put the plan into action. Subject teachers, supported by the SENCO, will work closely with your child and ensure that the support in place is having the desired impact.

5. Support we offer

At Cornelius, we are committed to providing a wide range of support to help pupils with SEND access the curriculum to reach their potential. Support may include Learning support assistant support in some lessons, targeted SEND interventions to address specific needs for key pupils, and opportunities to attend our SEND socialisation club at lunch time to build confidence and social skills. Pupils can also check in with their form tutor, Head of Year or SENCO, for additional guidance and pastoral support. Where recommended (from a professional/report,) we can provide uniform passes for uniform adjustments visual stress glasses, laptops for learning, enlarged print materials, and other specialist equipment to meet individual needs. Teachers regularly adapt their lessons through scaffolding, differentiated, and inclusive strategies to ensure all pupils can access learning. This combination of in-class support, tailored interventions, and personalised resources enables us to create a supportive and inclusive environment for every learner.

Additional provision and support may be given where a pupil's needs are considered 'additional to or different from their peers'. The duration of an intervention will vary according to need but will be monitored regularly. Interventions will be reviewed by the SENCO to establish the effectiveness and impact of the provision and to inform future planning.

SEND interventions may include:

- Pastoral mentoring
- IDL Numeracy
- IDL Literacy
- Handwriting programme
- Reading comprehension
- Enrichment programmes which support and extend learning where appropriate
- Social skills groups during form time at and lunch.
- Zones of regulation
- Mindfulness support
- Exam related support
- Subject specific interventions
- Subject specific revision classes
- Reduced/modified timetable

6. Working with parents, carers and external agencies

As part of the SEND support cycle, as outlined in the SEND Code of Practice (2015), we begin by implementing a range of Wave 1 strategies within the classroom to support pupils with SEND in making good progress. These strategies focus on inclusive, high-quality teaching that meets the needs of most learners.

If, despite these classroom strategies and targeted school-based interventions, a pupil continues to make less than expected progress, we work closely with parents and carers to agree on next steps. Together, we may decide to involve additional services or external professionals to provide further support.

The range of services we can access includes:

- Educational Psychologist
- School Nurse
- Safeguarding Team
- Child and Adolescent Mental Health Services (CAMHS)
- Counselling Services
- Mentoring Services
- Specialists in Visual or Hearing Impairment
- Family Support Worker
- Specialist Schools supporting high needs SEND pupils
- Other relevant external agencies, depending on the child's needs

By working in partnership with parents, carers, and external specialists, we ensure that support is tailored, coordinated, and focused on helping every pupil achieve the best possible outcomes. Key members of the SEND department will be in contact with the parents/carers of students during the academic year to review progress. Contact may

be through, telephone calls/emails, review meetings, parents evenings and parental information evenings.

7. Student voice

It is important to ensure that all KS3 and KS4 pupils are actively involved in the decision – making process regarding their SEND support. WE believe that listening to pupils' voices helps us to provide support that is meaningful and effective.

We may seek your child's views in a variety of ways, including:

- Attending meetings with a member of the SEND department or a member of the Senior Leadership Team to discuss their progress, reflect on what is working well, and share any concerns or ideas they may have.
- Completing a survey or questionnaire to give feedback on their learning experience, the support they receive, and any changes they feel would help them achieve their goals.
- Sharing feedback informally during lessons or through conversations with their subject teachers, tutors, or teaching assistants, which will then be shared with the SEND team.

By involving pupils in this process, we help them to take ownership of their learning, develop self-advocacy skills, and work in partnership with all stakeholders to achieve the best possible outcomes.

8. Names of key staff in the SEND team

The SENCO is Mrs F Gard

fgard@cornerliusvermuyden.com

The Assistant SENCO is Mrs Clotworthy

rclotworthy@corneliusvermuyden.com

The SEND administrator is Mrs Sheehy

asheehy@corneliusvermuyden.com

(Working 8am-1pm - Monday, Tuesday, Thursday, Friday)

9. Staff training

Our SENCO, Mrs F Gard, hold the NASENCO qualification, demonstrating her expertise in coordinating SEND provision.

Mrs Clotworthy holds the SENCO NPQ qualification.

All staff at Cornelius participate in a comprehensive programme of continuous professional development, which includes regular training on special educational needs and inclusive practice. This training is delivered both internally by the Senior Leadership Team and externally by specialist agencies, ensuring staff remain up to date with best practice and statutory requirements.

10. Transition support

Year 7 transition

We have positive relationships with many of our primary feeder schools, and we work closely with them when a student with SEND is transferring to our school in Year 7:

- The SENCO contacts feeder primaries and may make visits to gather information and observe key students in the classroom environment.
- The SENCO may attend key reviews and annual reviews of students prior to their transfer.
- Additional transition visits may be organised for Year 6 students and those students transferring through a mid-year admission.
- Students attend one induction day in July, one afternoon prior for students with SEND, plus students have the opportunity to attend Summer School activities.

Post 16 transition

At any EHCP review or transition the advice of existing teams and relevant external practitioners working with the child contribute to planning for the transition from Secondary to College as well as independent living with support from social services. Individual needs are identified and where possible accommodated. Some students may have support with travel training and using public transport in preparation for their transition. The Local authority makes decisions on continued levels of support following a review process. More information on this can be found on the Local Offer at www.essexlocaloffer.org.uk The Children and Young People with Disabilities Service Family Operations (IAG) service additionally joins and contributes to annual reviews at years 9 and 11 when possible or write a report.

11. Accessibility

Adaptations to the learning environment have been made to the school, to ensure that all specialist curriculum areas are accessible by students and ramps and automatic doors have been installed to ensure easy access to all areas. There is a lift to access the upper floor, and classes may be re – roomed to enable access. Lesson resources are adapted by enlargement or modification to ensure all students can comfortably access the curriculum.

12. Complaints procedure

We acknowledge that despite our good intention and commitment to inclusion and meeting the needs of students with SEND, there will be times when a parent/carers may wish to formally lodge a complaint. We hope that, in most circumstances those concerns will be initially expressed directly to the SENCO, who will be able to take the necessary action to resolve the issue. However, when a parent feels that this is not satisfactory a complaint will be dealt with in accordance with the school's established complaints procedure.

13. Local offer

Essex's local offer provides a wealth of information for parent/carers of students with SEN, covering a range of enquiries from transport to housing.

Our Essex Local Authority's local offer is published here
<http://www.essexlocaloffer.org.uk>

Details of the local offer for other Local Authorities can be found on their websites.

14. Other useful links

SENDIASS – <https://www.essexsendiass.co.uk/>

SNAP - <https://www.snapcharity.org/>

MAZE Group – www.themazegroup.co.uk

Families in focus – www.familiesinfocussessex.org.uk