



@ Ivydale

SEND Information Report

November 2018



Version	Date	Nature of change	Reason	Author	Ratification at FGB
1.0				CT	
2.0	Nov 2018	To reflect restructure of SEND provision		RF	

Next review: November 2020

Ivydale currently provides additional and/or different provision for a range of needs; In line with the SEND Code of Practice, these are grouped into four categories:

- 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

Identifying SEND

The purpose of identification is to work out what is the most effective action for us to take in meeting their individual profile of strengths and needs.

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. There are other areas that are not SEN but which may impact on progress and achievement. We take into account of all of these factors in determining whether a child has SEN. These include:

- Disability (the Code outlines the 'reasonable adjustment' duty that we have, these alone do not mean a child has SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC)

'Behaviour' is no longer a need under the Code. When identifying how best to support a child presenting with distressed behaviour, we focus on understanding the underlying reasons for the child's behaviour and addressing these, not focusing on behaviour alone.

We use a range of strategies to identify children who have SEN. Some children come to school with their needs already identified by their previous setting/school or specialists working with them (e.g. community pediatrics, Speech and Language Therapy and so on). We contact these practitioners to find out what goals they have been working towards, how the child has responded and what needs to happen next.

For other children, we first provide high quality teaching and assess their response to this. It is only when children don't make the expected progress after having had high quality teaching that we start to further assess whether the child has SEN. For example, we may observe them in class and analyse their work for errors - e.g. their spelling mistakes - to work out what might be holding them back. We also use specialist assessments to help us pinpoint specific needs (e.g. we use a computer-based screener called XXX to help identify dyslexia). Most importantly, we talk with the child and their parent/carer about their learning.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

A Graduated Approach to Learning Support and SEND

At Ivydale, we offer three levels or 'waves' of learning support. Almost all children, whether they have SEN or not, will move between these three waves during their time with us, in response to their changing needs.

Wave 1: Universal provision It is essential to note that all teachers at Ivydale are teachers of SEND, and a child is only considered to have SEND if they do not make adequate progress once they have had experience of high quality teaching within the classroom (Wave 1 provision). Our teachers and support staff provide Quality First Teaching, and in doing so, enable the vast majority of children make good progress from their individual starting points.

In line with the SEND Code of Practice, all teachers are responsible and accountable for the progress and development of the children in their class, including those children who access some support from teaching assistants (TAs). High quality teaching, differentiated for individual children, is the first step in responding to all children who may or may not have SEND.

At wave 1, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school's internal monitoring systems ensure we continually review the quality of what we offer children (including for those children at risk for underachievement).

These systems include:

- regular observations of teaching as part of the school's Professional Learning Partnership cycle
- work scrutinies
- learning walks
- parent-teacher meetings
- pupil progress meetings

Through the structure of SENCOs and Assistant Head Teachers linked to each phase (Foundation Stage, Phase 1 [Y1-3] and Phase 2 [Y4- 6]), we support every teacher's understanding of strategies to support all our children's learning needs.

If a child is not making expected progress, our teachers will consider the whole child in context and adapt their teaching to meet that child's need. To help overcome a child's barriers to progress, the teacher should consult with the child and their family, their teacher-partners in the same year group and the Phase's inclusion team (Phase SENCo and Assistant Head, Pastoral manager, learning mentor and Deputy for Inclusion).

Wave 2: Targeted provision The teacher and phase inclusion team consider all of the information gathered about the child's progress and their specific barriers to learning. The decision is then taken to provide additional or different support for that child, above what would be expected through high quality differentiated teaching. This is referred to as Wave 2 provision as it is targeted at a specific group of children and draws on extra resources within the school. It should be noted that all Wave 2 provision is time-framed and reviewed for impact.

Additional provision at Wave 2 could include:

- Small group interventions in specific subject areas led by one of our Raising Attainment Teachers
- Individual/small group interventions and in-class support from our English as an Additional Language specialist
- Individualised/small group interventions directed by our Speech and Language therapist and provided by a specialist TA.

- Mentoring (group/individual) and therapeutic interventions led by our Learning mentor team

Wave 3: Specialist provision If a child's needs require a more intensive level of support than can be provided at Wave 2, the class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and follows the four-part cycle of **assess, plan, do, review**.

This may include the SENCO engaging external agency assessment and intervention support (e.g. from a Speech and Language Therapist or Educational Psychologist). External agency support is a Wave 3 provision.

The Phase SENCo will manage the case of any child receiving wave 3 intervention. This involves:

- liaising with the external specialist(s)
- communicating targets with the teacher, child and parents;
- supporting the teacher to work towards the targets using our Assess-Plan-Do-Review cycle
- ensuring all necessary documentation is complete and up-to-date.

Through termly Pupil Profile meetings with the SENCo, parents/carers and children themselves are involved in giving their views on what is working, what needs to change and how.

A child who receives substantially or sustained additional and different provision to ensure they make adequate progress is considered to have SEND. The class teacher has overall responsibility for a child's outcomes, but is supported in the delivery of additional SEND provision by the phase SENCO and the Deputy for Inclusion who maintains a whole school overview of SEND provision through our provision management systems.

For children with multiple or highly complex SEND who are not making progress despite substantially or sustained additional and different provision; the school may apply to the local authority for an Educational Health Care needs assessment. This is the first step to getting an Education, Health and Care plan. An EHC plan can result in additional support and funding

for a child or young person with special educational needs. Parent/carers must be fully involved and supportive of this process for it to go ahead.

An EHC plan is a legal document that explains the extra help that will be given to meet a child's needs and how that help will support the child or young person to achieve what they want to in their life.

If a parent/carer would like to know more about EHCPs and whether application would be appropriate for their child, they should contact the relevant Phase SENCO.

Managing the SEND Register

Ivydale has a provision management system which tracks the children receiving intervention, how long for, the intended outcomes, baseline and expected levels of progress. For children receiving the highest level of provision we also use One Page Profiles to gather the views of the child and their family, identify appropriate targets and review progress against them. The aim of both is removing barriers to learning swiftly and effectively. The SENCO works with the class teacher to maintain the provision map, and with the child, family and teaching team to maintain the One Page Profile.

The teacher holds ultimate responsibility for evidencing progress according to the outcomes described in the provision map/One Page Profile. Our provision map and One Page Profiles are updated and reviewed termly.

Criteria for coming off SEND Register

The class teacher and SENCO ensure that the child no longer has SEND before deciding to remove them from the SEND register. This is done as part of our progress meeting, and parent teacher meetings. The SENCO or Deputy for Inclusion will inform the parent that the child is no longer receiving substantially different or additional provision. The class teacher must be confident that their needs may now be met through Wave 1 quality first teaching. Staff must make clear to parent/carers that the child will continue to receive personalised support where necessary.

Monitoring and Evaluation of SEND

The quality of provision we make for children with SEND is carefully monitored and evaluated. Scrutinies, learning walks, observations of interventions and individualised provision (as well as quality first teaching), analysis of progress data and so on, are all important aspects of how we monitor our practice.

We include parental views on the provision made through surveying parental opinion about their involvement, what we are doing well and where they see we could improve. The SEN link governor plays a key role in monitoring and evaluating provision for SEND and meets twice yearly with the Deputy for Inclusion to review the SEND action plan and related data with the aim of challenging us to do even better for our children with SEND.

Training and Resources

Ivydale's continuing professional development program is designed to maintain and develop the quality of teaching and ability to respond to the strengths and needs of all children. The training needs of staff are identified in a variety of ways: induction, NQT mentoring, Professional Learning Partnerships (observation and feedback, book scrutinies etc), and staff questionnaires. Some training is planned based on the needs of all staff (e.g. familiarising everyone working in the school with the new Code of Practice) and others based on the type of role they carry out/children with whom they work (e.g. TEACCH training for staff working closely with children with autism).

All teachers and support staff undertake induction on taking up a post at Ivydale this includes a meeting with the Deputy for Inclusion to explain the school's systems and structures in place for SEND. Handover conferences are held towards the end of the Summer term when teachers meet to discuss the needs of any individual children with whom they will be working. Phase SENCOs ensure that the teachers in their phase are aware of the needs of the SEND children they teach.

The Inclusion Team

Ivydale's Inclusion team is managed by the Deputy for Inclusion. It contains three Phase SENCOs; our Pastoral manager and two learning mentors; our EAL specialist; an art therapist and speech and language therapist, specialist TAs, and Administrators. The school's Assistant Headteachers work closely with their phase's Inclusion team.

The team also draws on expertise provided by our local authority including the Early Help Team, Education Welfare, Autism Support Team, Child and Adolescent Mental Health Services and Educational Psychology.

Reviewing the Policy

The policy is kept under regular review; our appraisal and PLP systems provide frequent opportunities to monitor its implementation as well as areas that require development. There will be a formal review annually led by the Deputy for Inclusion; this will include the voice of children, parents/carers and staff.

Storing and Managing Information

SIMS is the main database for storing information about children. In line with GDPR regulation, case records are maintained for all children with SEND and are governed by our filing and record-keeping procedures, as well as the school's approach to Information Management.

Dealing with Complaints

We hope that every parent/carer is happy with what is in place for their child. If they have anything they are not sure about, or have a concern with, the first thing to do is always discuss this with the child's class teacher. In most instances, issues are resolved at this stage.

However, if they remain unhappy, they can also speak to the SENCO, the Deputy Head or the Headteacher. Copies of the school's complaints procedure are also available.