



Ivingswood Academy SEND Annual Report 2017-2018

Acting Head teacher: Sally Haynes
SEND Governor: Gillian Davies
Email: sendco@ivingswoodacademy.org

Ivingswood Academy is a mainstream coeducational school with a one form entry. We are an inclusive school and provide for children with a range of Special Educational Needs and/or Disabilities (SEND). We decide on an individual basis if we can meet the needs of a child with Special Educational Needs and/or Disabilities.

*For further information see Special Educational Needs Policy on the school website:
<http://www.ivingswoodacademy.co.uk/send/>*

- **Aims**

The school aims to:

- Identify the needs of students with SEND as early as possible – this is most effectively done by gathering information from parents/carers, previous education settings, health and care services prior to the child's entry to the school
- Carefully monitor the progress of all children in order to identify possible SEN needs, and intervening when progress is less than expected, to ensure that all students achieve their full potential
- Provide a qualified Special Educational Needs and Disabilities Coordinator (SENDCO) who will work within the guidance provided by the Code
- Provide relevant training for all staff through CPD and external courses relevant to the needs of the students they work with
- Work with and maintain relationships with external agencies when the child's needs cannot be met by school alone
- Communicate and work with parents to gain a better understanding of their child

- Provide equality of educational opportunity
- Make appropriate provision to overcome all barriers to learning and ensure that children with SEND have full access to the curriculum
- Help children develop their personalities, skills and abilities
- Operate a “whole child, whole school” approach to the management and provision of support for special educational needs. All teachers are required to respond to a child’s learning needs and set suitable learning challenges. This will incorporate ‘quality first’ teaching

For further information on our school’s aims visit our website:

<http://www.ivingswoodacademy.co.uk/>

ii) Objectives

The school’s objectives are to:

- address the needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning difficulties
- ensure discrimination or prejudice is eradicated
- identify barriers to learning and participation, and to address children's needs
- recognise, value and celebrate achievements, however small
- work in partnership with parents/carers in supporting their child’s education
- provide appropriate resources (both human and material) as funding permits
- involve the child in the process of identification, assessment and provision, ensuring that his/her wishes are taken in to account
- implement the statutory recommendations
- Guide and support all school staff, governors and parents in SEND issues.

iii) Admissions arrangements

The admissions arrangements for children with SEND are no different than for other children, except where a child is subject to a Statement of Special Educational Needs/Education Health and Care Plan (EHCP), when a child will be admitted by agreement with the Local Authority, if the School can meet the child's needs. Careful attention is paid to identifying an individual’s needs before he/she takes up his/her place. Parents of students with an EHCP are advised by the Local Authority to contact schools in advance of any application to discuss the particular needs of their son or daughter and the terms of the EHCP. Provided the agreed criteria are met, no child would be denied a place at Ivingswood Academy on the grounds of having an identified Special Educational Need or Disability.

This is achieved by any/all of the following, as appropriate:

- visits to previous education providers
- liaison with parents/carers
- liaison with external agencies including Health, Social Care and Educational Support Services
- liaison with the Local Authority
- a ‘taster’ day/visits outside school hours

- transition support

The school building is accessible for children with physical disabilities, including those using wheelchairs.

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Under the SEND Code of Practice 0-25 (2014) (the Code) and The Children and Families Act 2014 a child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or post-16 institutions.

SEN provision comes under 4 broad areas of need, defined by the Code:

- Communication and interaction
- Cognition and learning
- Social, emotional and health difficulties
- Sensory and/or physical needs.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “...a physical or mental impairment which has a long term and substantial and adverse effect on their ability to carry out normal day-to-day activities.” This definition provides a relatively low threshold and includes more children than many people realise: ‘long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. It includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people with those conditions and those with SEN.

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.

There may be other circumstances that may have an impact on a pupil’s progress and attainment. These are not classed as special educational needs.

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of a Serviceman/woman

For the 2017-2018 academic year there were 38 children on the school's SEND register recognised as needing SEN support, provision which is additional to or different from that of their peers. This consists of 5 children with EHCP's/Statements.

- **Identification, Assessment, Provision**

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school follows a graduated approach to identification, assessment and provision for students with SEND.

Pupils are identified as having SEN if they do not make adequate progress despite good quality first teaching and appropriate intervention and adjustments to their provision. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be recorded as being on the SEN register as 'SEN Support'. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Barriers to learning are identified as early as possible through:

- feeder school liaison
- teacher referral

The SEND Code of Practice (2016) sets clear expectations on schools to deliver a whole school approach to SEN, with good quality teaching as a first response and a clear focus on outcomes. Where progress continues to be less than expected, other interventions may be put in place.

- All class teachers provide differentiated learning opportunities that aid children's academic progression. This may be through additional support, use of ICT, practical opportunities to extend their learning, evidence recorded by staff.
- Any children who are falling significantly outside of the range of expected academic achievements, in line with predicted performance indicators and grade boundaries, will be closely monitored in order to gauge their level of learning and possible difficulties. Such a pupil will be included on our Monitoring List.
- The SENDCo will be consulted, as needed, for support and advice and may wish to observe the child in class.
- Through the above measures it can be determined which level of provision the child will need going forward.

- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
 - If a child receives any individual or group intervention that is necessary for an extended period he/she will be included on the Class Provision Map and consequently may be added to the School SEND Register. This will be discussed with parents. Progress is updated every half term by the class teacher. If a teacher has any serious concerns about a child at this stage, parents will be invited to discuss their concerns at progress evenings or by appointment with the class teacher.
 - Pupil progress meetings are held termly to assess the progress being made by the child. Occasionally more frequent meetings are held if deemed necessary. If progress is limited, an intervention is replaced with an alternative to ensure the child has opportunities to succeed. This is monitored by the SENDCO to ensure that interventions are effective.
- In addition, pupils with a Statement of SEND/EHCP will have progress reviewed through the Annual Review process, with full key stage transition reviews in Years 3 & 5.

Screening by a specialist may be recommended by the SENDCO, following thorough investigation of a child's difficulties and in consultation with parents. This may occur if:

- The child has a history of learning difficulties at Ivingswood Academy which prevents him or her from making less than expected progress given their age and individual circumstances; or
- A number of teachers express concerns about a child's performance over time or
- Data suggests a child is performing below expectation despite targeted intervention.

It is not envisaged that screening will take place purely as a result of examination performance or parent request. However, the SENDCO will be happy to discuss with parents any concerns that they may have during the academic year.

- **Student Strategy Documents (such as Individual Education Plans/Provision Maps)**

The SENDCO will ensure that IEPs are written and regularly reviewed for each student identified as in need of SEND Support. IEPs will be created using information gained from teachers, parents and the student. The IEP will contain details which include targets that can be cross-curricular and/or subject specific.

- **Request for High Needs Block Funding (HNBF)**

The school will make a request for HNBF when, despite an individual programme over time, the school cannot continue to meet the needs of a young person without additional resources, funding or access to a specialised provision or resource. The funding is allocated for a two-term period and may be more appropriate to a child than an EHC Plan. The school must demonstrate that that over £6,000 has already been spent in order to support the child.

Statutory Assessment (EHCP) - A request may be made to the Local Authority if a student demonstrates significant cause for concern or where a student does not make the progress expected despite support at the SEND level, and the student meets the criteria for an EHCP.

- **Interventions and Monitoring**

This enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes. A range of measures are used to gather progress data including testing which establishes an ability outcome measured in years and months.

Children who receive support in addition to that provided within the day-to-day curriculum, including outside agencies, will be registered as SEND support. Parents will be consulted if long-term support is recommended and kept informed of their son/daughter's progress.

The school also has 12 Learning Support Assistants who work with students experiencing difficulties and contribute to providing required provision.

Intervention is needs driven and tailored to meet the individual child. It may include:

- additional support given by individual teachers
- TA support in lessons
- mentoring by senior students
- special examination concessions for public examinations
- Opportunities to work with the learning support team individually or in small groups, dependent upon need. Parents may be asked to reinforce these activities
- short-term intensive support sessions or more infrequent support on a long-term basis
- input from external agencies (e.g. specialist teaching)
- Variations to the school's standard curriculum.

We acknowledge provision must be flexible and relevant so that it does not jeopardise the child's performance within the everyday curriculum. In most cases, strategies covered during short term intervention will enable children to adopt positive strategies to enhance their learning.

- **Expertise and Training**

Our school has a commitment to providing professional development for all staff.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake training and specific training needs and strategies are identified. Additionally, support staff attend courses where necessary and have access to outside agency advice.

- **External Agencies**

The school values the support of other professionals such as:

- Educational Psychologist
- Family Resilience Service
- Speech Therapist
- Hearing Support Teacher
- Specialist Teaching Services (visual impairment team, hearing impairment team, physical disability team, cognition and learning team, speech, language and communication team)
- Language and Communication Specialist
- Speech & Language Specialist
- Occupational Therapists
- IT Specialists
- PRU
- Physiotherapist
- Barnado's

- **Adaptation to the Curriculum and the Learning Environment**

Ivingswood Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with children, their families and any relevant outside agencies in order to achieve and participate fully in school life. The school is active in promoting positive attitudes to people with additional needs in the school and in planning. As part of the school's continued communication with parents, carers and other stakeholders, we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

All children have access to a broad and balanced curriculum and teachers set high expectations for every child. Lessons are planned to address potential areas of difficulty and to remove barriers to children's achievement. SEND children are taught within the classroom with the curriculum and learning environment differentiated to meet their needs.

Additional group work is designed to provide further support for specific areas of the curriculum with a particular focus on mathematics and English.

We regularly review the way in which resources are allocated to the needs of all the children.

TA's deliver effective provision to identified groups of children to allow for a specialised approach to their learning.

Other adjustments may be in the form of using equipment such as word processors, vocabulary aids, and more specific specialist equipment. The classrooms consist of displays to assist learning. Advice from external agencies is welcomed in order to further develop and train staff in the adaptations of lessons.

The aim of all intervention and provision is to develop independence and life skills.

- **Parent/carer involvement**

The school values a child-centred approach to all provision planning. We encourage and value participation and involvement from parents in decisions surrounding their child. We enable parents to share their knowledge regularly about their child through a variety of means. Annual reports, regarding the progress of a child are provided for parents. We also pride ourselves in providing regular communication on how a child is progressing. Outcomes and the review process of these are communicated frequently and strategies to enable a child to achieve are regularly shared. Sufficient time is provided to explore parent and children's views and to plan effectively. SENDCO can be available to meet with parents and carers to review provision and to address any queries. Pupils with EHC Plans have a formal annual review where all professionals involved with the child are invited. Children are also involved in the ongoing review of their additional provision.

- **Transition**

We have developed effective working relationships with our feeder schools and work hard to ensure successful transitions for all pupils

The SENDCO will also aim to attend annual reviews of the children who will be making the transition to Ivingswood Academy in order to ensure that provision is in place on arrival. We also provide further transition opportunities if needed, including school visits and, where applicable, we assist in the creation of a personalised document to aid transitions.

Similarly, with children who are leaving to transition to a new school, a full hand over of information including up-to-date records and evidence is given to ensure that areas of difficulty are addressed from the outset. Additional transition days are also offered by a number of schools and we encourage a number of children to attend these each year.

The SENDCO attends regular SENCO Liaison meetings which aid transitions and enables sharing good practice sessions to ensure strategies to meet outcomes are regularly reviewed and individualised.

- **The Local Offer**

The Children and Families Act (2014) sets out a duty for local authorities to publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area (Regulation 53, Part 4). The Buckinghamshire Local Offer details information regarding the arrangements for the admission of disabled students at Ivingswood Academy, the steps taken to prevent disabled students from being treated less favourably than others, the facilities provided to assist access for disabled students and the school's accessibility plan. This is reviewed annually, or as required.

The Ivingswood Academy "Local offer" is published on the Buckinghamshire Family Information service website at

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=5dappeVJAHw> and via the school's website.