

SEND Information Report

September 2023

The kinds of special educational needs we make provision for at Ivanhoe School

Ivanhoe School is a non-selective, co-educational 11-16 mainstream secondary school in the heart of North West Leicestershire. We are committed to the education of the 'whole person', where we are confident that the enrichment experiences offered alongside our formal curriculum will ensure that all of our students will leave Ivanhoe as happy, successful, informed, resilient young adults ready to make a positive contribution to their world. We have high expectations for our students, in attendance, behaviour, attitude and achievement and all students follow the 'Ivanhoe Way' to achieve success.

The SEND Code of Practice (2015) defines a child has having SEN where their learning difficulty or disability calls for special educational provision, **namely provision different from or additional to that normally available to pupils of the same age.**

Ivanhoe School uses best endeavours and reasonable adjustments to provide provision for students identified as SEN using the four broad areas in the Code of Practice:

Area of need	Condition
Communication and interaction	Autism spectrum condition
	Speech and Language difficulties
	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Cognition and learning	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

What policies do Ivanhoe use to identify and assess students who may have special educational needs?

Ivanhoe's SEND Policy works alongside and in conjunction with Disability Accessibility Policy, The Local Offer offered by Leicestershire Local Authority and various other school policies namely The Attendance Policy, The Pupil Premium Policy, The Behaviour Policy, The Supporting Students with Medical Needs Policy and is embedded in the Teaching and Learning Framework of the school.

The following policies are available for viewing on the website:

- SEND Policy <https://www.ivanhoe.co.uk/policy/send-policy-doc>
- Teaching and Learning Policy <https://www.ivanhoe.co.uk/policy/teaching-policy-doc>
- Anti-bullying Policy <https://www.ivanhoe.co.uk/policy/antibullying-policy-doc>
- Health and Safety Policy https://drive.google.com/file/d/1RNwCuYkPZSUxK5B3140jQ3dpsuRcOwy8/view?usp=drive_web
- Child Protection Policy <https://www.ivanhoe.co.uk/policy/childprotection-policy-doc>
- Accessibility Policy https://drive.google.com/file/d/1OkDRHgLOCZSy-tYFDSpJUuHi3l3WileO/view?usp=drive_web
- Attendance Policy <https://www.ivanhoe.co.uk/policy/attendance-policy-doc>
- Behaviour Policy <https://www.ivanhoe.co.uk/policy/behaviour-policy-doc>
- Supporting Students with Medical Conditions Policy
- Equality Policy https://drive.google.com/file/d/1h2HCPuCzHGSdK6pmEVGtX95677SB450P/view?usp=drive_web

The name and contact details of the SEND co-ordinator:

SENCo: Mrs. Vicky Johnson
Telephone: 01530 412756
E-mail: v.johnson@ivanhoe.co.uk

The arrangements for consulting parents of children with special educational needs and how parents can be involved in their education.

Ivanhoe School values the contribution of information from parents. In addition to parents' evenings, where the progress and attainment of pupils is discussed, SEND progress and achievement is reviewed at regular points throughout the year. A settling in evening for Year 7 is also offered early in the first term and parents are encouraged to attend. Learning Profiles are shared with parents and we encourage adaptations to the information/ strategies provided.

Parents are able to ask questions and find out information in many different ways:

- Initial support from the individual class teacher and form tutor.
- Liaison with the SENDCo.
- Access to support from the SEND and Care and Guidance teams in school.
- Meetings around the family meetings (MAF) are held to offer support. We prioritise staff attendance according to needs/ expertise of our whole school team.

- Pre- transition meetings to ensure smooth entry to Ivanhoe and aid transition from feeder schools and to alternative Key Stage Four settings.
- Parents are encouraged to view their child's attainment and pastoral success via our integrated learning platform: Moodle.
- Parents are encouraged to download the 'Arbor' App which offers a wealth of information about school and access to contact details for key members of staff/ local services.
- The SEND Team contribute to newsletters and other information points across the school year.
- The SENDCo manages the Parent SEND Padlet which provides resources and support for parents of children with SEND.

The arrangements for consulting young people with special educational needs and how they can be involved in their education

Students are encouraged to share their views and their opinions are actively sought whilst at Ivanhoe School. We ensure that all students, but particularly those with SEND, are asked about their own strengths and areas for development.

A key aim of the SEND Team at Ivanhoe is to develop and foster independence in our students. This includes self- advocacy skills and the ability to communicate their needs. Each student contributes to their learning profile which is then shared with all staff who work at Ivanhoe School. This is regularly updated following reviews with both the student and their parents. Students are invited to discuss their progress with members of the SEND Team and alterations to reasonable adjustments made wherever possible. Students are encouraged to use our virtual learning platform alongside parents to share in their academic and pastoral success. Students with SEND are encouraged to have a voice on the student council and to take young leadership roles across the school.

The school's arrangements for assessing and reviewing the progress of students with special educational needs

Provision for pupils with special education needs is a matter for the school as a whole. The governing body, the headteacher, SENDCo, SEND team, and all other members of staff have important operational responsibilities.

All teachers are teachers of pupils with SEN

Teaching students with SEN is therefore a whole school responsibility. **Additional intervention and support cannot compensate for a lack of quality first inclusive teaching.**

Students with slow progress, low attainment (including those identified as below the expected level in English and mathematics) are not automatically identified as having SEN, but are provided with the teaching they need to make the required progress.

All teachers and support staff who work with identified students will be made aware of their needs, the provision offered and any teaching strategies or approaches that are required. Teaching staff regularly

review the effectiveness of the support and interventions and their impact on the student's progress using school tracking systems and assessment data.

We ensure that SEND pupils are closely assessed through monitoring of classroom practice by the subject leaders, the SENDCo and the Senior Leadership Team. During intervention sessions, pupils' progress is monitored and tracked by Intervention Leaders using carefully selected assessment tools.

Teachers and Teaching Assistants are expected to identify barriers to learning and analyse outcomes within their subject area to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact. A Provision Map is collated showing the support that students are in receipt of and this is tracked and reviewed at key data points to ensure intervention is timely, useful and effective.

SEND meetings for pupils with EHC plans are held regularly to assess progress towards outcomes and adjust provision when necessary.

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

The class or subject teacher will work use information provided by the SENDCo 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
- Other teachers' assessments, where relevant
- 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 school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood.

There are transition meetings between each phase. These are attended by the SENDCo and other members of the pastoral team at Ivanhoe. Meetings around the Family meetings are held where a multi-disciplinary response for support is needed.

The SEND team attend Year 6 Annual Reviews and additional transfer arrangements are made if requested. The most vulnerable SEND students are invited to take part in additional transition activities bespoke to that student as required. Parents are invited to a welcome evening to discuss transition and share any concerns at the end of the summer term prior to transfer.

Parents of Year 6 students are encouraged to attend the Open Evening held in September each year and to attend the Welcome Evening with their child. The SENDCo is in attendance on these occasions to answer questions and arrange follow up appointments where necessary.

If a student chooses to move to an alternative setting for Key Stage 4/5, the receiving SENDCo is invited to attend all transition meetings. Detailed records of needs and support work completed are passed on. SEND students are offered support with option choices for GCSE/ A-Level courses and additional visits to meet key staff at their receiving school. The SENDCo from Ivanhoe also supports meetings between parents and the receiving SENDCo when requested.

SENDCos from all schools and parents work closely with outside agencies to ensure that a smooth transition of specialist support (AOT, VI, HI etc.) is completed.

The SENDCo works with parents and feeder schools prior to entry to ensure that students with SEND are placed in appropriate form/ teaching groups.

The school's approach to teaching pupils with special educational needs

Teachers are responsible and accountable for the progress and development of all pupils in their class. Quality first inclusive teaching is our first step in responding to pupils who have SEN. This will be adapted by classroom staff to meet the needs of individual students.

Where a student is identified as having SEND and meets the SEND Code of Practice criteria for placement on the SEND register, the school will seek to remove barriers to learning and put SEND provision in place.

We aim to provide a graduated response to match each student's level of need. This approach recognises that there is a continuum of Special Educational Needs which may change over time.

At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills. Ivanhoe school values the contribution of parents and responds positively to parents' views. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.

Parents/carers are kept informed of the recommendations, actions and interventions through communications such as telephone consultations, electronic communication and through meetings (including scheduled parents' evenings). These meetings may take place with classroom staff, support staff, Care and Guidance, SEND Team and Senior Leaders. Parents are encouraged to contribute to the development and review of their child's Learning Profile which is then made available to all staff, linked to SharePoint.

The Ivanhoe School approach to SEND, once identified, is graduated broadly as follows:

Tier 1:

Reasonable classroom adjustments for students with recognised SEND including strategies and advice from external professionals where appropriate. This will include adjustments beyond the ordinarily available provision for all students at the school.

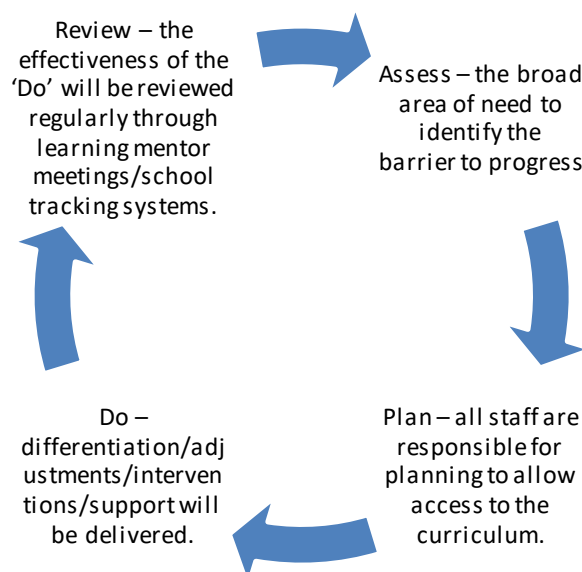
Tier 2:

Small group interventions to target key skill areas in specific aspects. Inclusion in small group interventions will consider individual needs, recommendations from external agencies and the impact on the student's ability to access a mainstream curriculum offer.

Tier 3:

Enhanced support arrangements for specific learning needs identified through extensive information gathering including assessment data, external agency involvement and advice and internal tracking/ monitoring systems. Students at this stage may be included in more bespoke curriculum arrangements such as the Appropriate Provision Programme through our Willow House Team. Additional funding applications through the Local Authority may also be considered at this stage.

All SEND support at Tier 2 or above for students identified on the SEND Register will take the form of a four-part cycle:



Students with SEND are closely assessed through monitoring of classroom practice by individual class teachers, Subject Leaders, Heads of Progress, The SEND Team and Senior Leadership Team. During intervention sessions, progress is monitored and followed up by regular liaison with class teachers as

appropriate. Progress at this stage will be tracked by the school's tracking and monitoring systems and parents are kept up to date via in school systems such as Arbor and parents' evenings.

Teachers and Teaching Assistants are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact. SEND meetings for pupils with EHC plans are held regularly to assess progress towards outcomes.

Students with SEND, but not in receipt of an EHC, are tracked using the schools' assessment and tracking policies. Each student with SEND needs has their progress tracked using our school monitoring cycles through Arbor. This is then used to pinpoint areas of intervention and support required within individual subject areas.

A provision map is collated showing the support that students are in receipt of and this is tracked and reviewed at key data points identified in the school's assessment policy to ensure intervention is timely, useful and effective.

As a school we may also seek support and advice from our Multi-Academy Trust partners, local special schools (Forest Way and Maplewell) and any enhanced resource provisions nearby. We also work closely within our family of schools to offer a cohesive educational offer and plan regular meetings where key staff from each school can meet to discuss individual student cases, seek advice and support and obtain additional support where necessary. In rare and under extreme circumstances we may seek a managed move to allow the student access to provision which is more appropriate elsewhere or to enable a fresh start. This is completed in consultation with our wider senior team and parent/ carers.

The subject teacher will remain responsible for monitoring progress, overseen by the SEND team. Subject staff will update the learning profile as required following (but not limited to):

Progress concern meetings:

Tutor evening in the autumn term for year 7

Parent meeting with subject teachers

SEND review and support meetings

N/B SENDCo/ Deputy SENDCo will be available at all face to face Parents' Evenings

For a very small number of pupils, the help given by the school through SEND support may not be sufficient to enable the student to make adequate progress from individual starting points. It will then be necessary for the school, in consultation with parents/ carers and any external agencies already involved, to consider whether the student may require additional funding to access further support.

The LA say:

We want all children with special educational needs and disabilities to receive the right support to enable them to make good progress and to play a full part in school life.

In most cases children with SEND can achieve well and receive the help they need in a mainstream school, without the need for an EHCP Needs Assessment.

All schools across Leicestershire have a SEND Co-ordinator and staff who are trained to support children with a large range of needs.

We work closely with the local Parent Carer Forum and our shared approach is that we want children and young people to get the support they need as close as possible to home, so that they feel part of their local communities and supported by a range of people and organisations.

We are working with a range of partners so that local mainstream schools and specialist provision is high quality, flexible and able to meet different needs – including health and social care needs.

Criteria for exiting the SEND register

Should the intervention put in place be successful in closing the gap between that of the student and their peers or that the student has learnt to manage their difficulties to an extent that the students no longer meets the criteria for placement as set out in the Code of Practice, then they would be removed from the record and parents will be notified by letter. Students may be added to the monitoring list for a short period of time following discussion with the SEND Team.

How the school adapts the curriculum and learning environment for pupils with special educational needs

Teaching staff are supported by senior leaders to ensure that there is quality first inclusive teaching and adaptation of teaching resources to suit individual pupil's needs, to overcome barriers to learning.

There are regular opportunities for teaching and support staff to meet with parents/ share information relating to the progress and achievement of their child. Information from these meetings and specialist advice is linked through Arbor and the staff intranet in order to prompt all staff on how to support each child with SEND on an individual basis. Staff are encouraged to share good practice and attend CPD to develop new strategies to support teaching and learning. At Ivanhoe School we understand that 'what is vital for some is valuable for all' and staff strive to make their teaching as inclusive as possible for all students.

Staffing arrangements are reviewed regularly considering changes to students' needs, timetabling, emerging priorities and other areas where support would be beneficial. Auditory and/or visual requirements are communicated to classroom staff who are able to make reasonable adjustments e.g. visualiser and seating in class. Priority access to Teaching Assistant support in lessons is given according to EHCP/ Top Up Funding statutory provision.

The SENDCo works closely with the facilities team to ensure that best endeavours and reasonable adjustments are in place for students with SEND and that they are able to access learning and the curriculum.

We offer a range of provision in school to support students with SEN. Examples include:

- Initial support from the subject teacher and form tutor.
- Liaison with the SEND Team to support development of teaching and learning strategies.
- Access to advice from the SEND and Care and Guidance Team to support the whole child.
- A range of interventions/support systems aligned to our graduated approach.
- Team around the family meetings (TAF) are held to offer support where necessary.
- Pre- transition meetings to ensure smooth entry to Ivanhoe are offered.
- Referrals to outside agencies for more specialist support following our graduated approach.

Curriculum support:

Adaptation of learning in class by the class teacher through quality first inclusive teaching. Best endeavours and reasonable adjustments to support access to the curriculum and resource materials. Specialist advice and support from external agencies including Child and Family Wellbeing Service, Leicestershire County Council's Inclusion Team and other external agencies. English as an Additional Language (EAL) where this overlaps with special needs.

Development of teaching and learning practice using research evidence (EEF etc.)
Departmental CPD and opportunities to share good practice.
Cross MAT CPD programme to develop a holistic approach to curriculum design and innovative practice with other schools in our LiFE MAT community.

Cognition and Learning Needs:

Quality First Inclusive Teaching
Cohesive approach to curriculum design which builds on prior knowledge and skills
Ongoing formative and summative assessments in each subject area monitored and tracked using Ivanhoe School's policies.
Buff coloured paper used across the school for students' resources
Teaching strategies linked to evidence-based research e.g. scaffolding, adaptive teaching, retrieval practice, cognitive load theory.
iPad Scheme to support development of assistive technology .
Dedicated Reading and Oracy Leader at Ivanhoe
Leader Practitioner of Teaching and Learning to support staff CPD
Timely intervention through individual subjects.

Communication and Interaction Needs:

Transition and review meetings.
Advice and support from the SEND Team.
Graduated response approach personalised to support individual needs
Social skills groups and short-term interventions focusing on specific key areas.
Autism Outreach Team advice and support.
iPad Scheme to support development of assistive technology .
Hearing Impaired service
Visually Impaired service
Speech and language therapy support (SaLT) through NHS referral.

Social, emotional and mental health support:

Transition and review meetings.
Liaison with Children and Family Wellbeing Service.
IGNITE Inclusion Partnership (National Forest Hub: LiFE MAT).
Links with CAMHS, Community Paediatricians etc.
Meetings with Deputy Head, Heads of Progress and Care and Guidance for parents to support SEMH and behaviour management at home and school.
Training for physical restraint offered to all Care and Guidance Team.
Three members of the TA team have completed the ELSA accreditation with the Local Authority.
Ivanhoe currently has access to an independent school counsellor, who meets with students in school, twice a week.
The school has two Level Three Qualified Forest School Leaders.
Referral to the School Nurse and Teen Health
Referral to other outside agencies as appropriate.
PSHRE, Links embedded in our whole school curriculum, extra-curricular opportunities etc.

Physical support:

Adaptation of the school building to facilitate access using best endeavours and reasonable adjustments
Whole school and individual risk assessments are completed.
Health Care Plans created and shared with staff.
Emergency evacuation plan.
Physiotherapist/ Occupational therapy advice and support where appropriate .
Evac chair training, moving and handling and feeding training is available for staff who require this to meet the needs of students with specialised needs.
Diabetes/ Epi-Pen and First Aid trained members of staff.

Internal

Wheelchair access to almost all internal areas and some classrooms

Hazard lines painted on stairs where required

Toilets and shower facility available for disabled pupils and adults

Specialist resources are sourced to support specific need as they occur (e.g. Physiotherapy bed, wheelchair, walking frames, adapted toilet seats in conjunction with external agencies)

Grab handles installed in disabled toilets

Lift access to all floors of the school

Blinds/ curtains on classroom windows

External

Wheelchair access to most areas.

Most kerbs have been lowered to facilitate access to the building where possible.

Most paths are single level paths around the outside of building.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

At Ivanhoe School all teachers are responsible for SEND provision in the school

- The SENDCo is a qualified teacher and a Specialist Leader of Education for SEND.
- The Teaching Deputy SENDCo holds the NANSENCO Award.
- All staff have completed safeguarding training and receive regular updates throughout the school year.
- The SENDCo holds a Level 7 Access Arrangement Assessor qualification.
- The Non-Teaching Deputy SENDCo and two other team members have completed the national accreditation for ELSA.
- The SENDCo and another member of the team hold a level three Forest School Leader qualification.
- Training for specific learning difficulties is offered as required e.g. dyslexia. Some TA staff have completed Level One AET Training.
- All teaching staff are given access to initial transition information, learning profiles and support strategies which are linked via our Arbor and in-school data storage systems. These are discussed and agreed directly with parents.
- Teaching Assistants attend regular meetings to discuss student progress, concerns and support strategies and receive CPD.
- Structured end of Key Stage handover meetings are held between all appropriate and essential staff across the three phases.
- Training for moving and handling, Evac Chair and feeding for all staff working with students who have physical movement difficulties is sourced.
- Regular first aid training and updates take place.
- Medical training in the use of EpiPens etc. is offered as required.
- Training is offered to lunch supervisors as needs arise.

Supporting Students in Formal Examinations

Ivanhoe follows current JCQ procedures for allocating reasonable adjustments for end of year examinations. Students progressing to Key Stage 4 will receive formal access arrangement testing carried out by a suitably qualified professional where required where staff have identified a need and there is clear evidence of 'Normal way of working.'

[LINK TO WORD PROCESSOR POLICY](#)

[LINK TO ACCESS ARRANGEMENT POLICY](#)

How the school evaluates the effectiveness of its provision for students with SEND

Subject Leaders attend regular meetings with their link senior leader to monitor and evaluate the overall effectiveness of curriculum arrangements and provision in their department. Quantitative data is discussed and all SEND students are monitored and tracked using school assessment and reporting procedures. Where students are not making progress, additional provision/ advice/ support is discussed and agreed within departments.

The SENDCo uses a provision map to track the additional and alternative provision provided to individual SEND students throughout their time at Ivanhoe. This is reviewed at key points in the academic year to ensure that intervention is timely, appropriate and effective.

Qualitative data is taken in the form of feedback from parents/ carers and students during their time at Ivanhoe. The SENDCo may use whole school surveys, SEND meetings and questionnaires to gather feedback from parents, carers, students and other people involved in a students' education.

Ivanhoe's SLT, SENDCo and the Middle Leadership Team will monitor policy into practice through:

- Classroom observation
- Team meetings
- Analysis of student progress data using internal and external tracking systems
- Parental involvement
- External assessment and formal examination result analysis

The LA will monitor the School policy and practice through:

- Annual statistical returns
- Adviser/Inspector visits
- Audits and liaison with SENA

Governors' will monitor policy into practice through:

- Governor visits (general)
- SEN Governor visits (specific)
- Headteacher's report to the Governors' meeting (termly)
- Annual reports to the Curriculum and Learning Committee
- Trust Evaluations and Peer Reviews

How children and young people with SEN are supported to engage in activities available to children and young people in the school who do not have SEN

All children at Ivanhoe School are encouraged to take part in curriculum and extra-curricular activities regardless of special educational needs. All educational visits are risk assessed to ensure that there is access for children with SEND wherever possible.

Lunchtime supervisors all have access to hand held communication devices and are briefed about specific needs of our most vulnerable students. A member of the Senior Leadership Team is on duty each day to support our on- call system and provide support to students. Any additional help that is required is available through a specific break and lunch club in the Zone area staffed by members of the SEND Team.

Additional support is available to ensure that students can take part in school trips should they require close monitoring/ support to access the learning environment outside school.

Students who wish to take on youth leadership roles within the college e.g. alternative forms of sharing their views/ ideas with their peers/ support to prepare presentations etc. receive additional support and access needs are considered.

Support that is available for improving the emotional and social development of students with special educational needs.

Ivanhoe offers:

- Initial support from the teacher and form tutor
- Students are encouraged to share concerns over bullying using the confidential reporting tool on our school Moodle Platform using the special area: No excuse for abuse.
- Ivanhoe School have also launched our new campaign 'It's Not Okay' to support reporting of Sexual Abuse and Harassment.
- Ivanhoe is proud to run the MPV project and to train our students to be ambassadors for this role in student leadership.
- Access to support from the SEND and Care and Guidance Team
- A carefully selected range of interventions which are designed to support a range of emotional and social needs.
- Team around the family meetings are held to offer support where need arises.
- Pre -transition meetings to ensure smooth entry to Ivanhoe are offered.
- The Non-Teaching Deputy SENDCo and two other LSAs hold accreditation for the ELSA award and offer emotional based support.
- Referral to an independent counselling service with sessions held at Ivanhoe twice a week
- Referral to the school nurse/ Teen Health service.

How the school involves other bodies, including health and social services bodies, 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.

For all children with SEND, support and advice is available from the school SENDCo, SEND Team, and the Care and Guidance Team. The school seeks advice and guidance from other professionals and involves them in the planning and delivery of support for pupils with SEND where required.

When pupils do need to have medicine given at school, parents fill in a 'parental agreement for medicine' form. The medicine is kept in a locked cupboard in the school office.

Attendance at the school is taken very seriously. Parents are contacted on the first day of absence. If the child has not returned to school, parents are contacted again for an update. Persistent levels of absence trigger a letter from the school's attendance officer and parents are invited in for a meeting to discuss the situation and find ways to work holistically to identify need and provide a cohesive response to need.

Safety at Ivanhoe School is a high priority. Students are encouraged to discuss concerns with their Form Tutor, Care and Guidance or Teaching Assistants.

Children with SEND are encouraged to participate in all areas of school life including our enrichment programme and extra-curricular activities.

Outside agencies we work closely with include:

- Children and Family Wellbeing Service
- Local Authority Inclusion Team
- Autism Outreach Team
- Visual Impairment Team
- Hearing Impairment Team
- Specialist Teaching Service
- Occupational Therapists
- Local Authority medical teams and consultants
- Educational Psychologists
- Speech and language therapy (S<)

Parents are also encouraged to visit the Ivanhoe SEND Parent Padlet for a range of resources and support materials to help their child at home: [Ivanhoe School SEND Parent Padlet](#)

School request for an Education, Health and Care Plan (EHCP)

Should students still not be making appropriate progress at an acceptable level, the formal assessment procedures for an Education Health and Care Plan will commence by the SENDCo in conjunction with the Parents and other specialist services following the legal assessment procedures outlined in the Local Offer by Leicestershire Local Authority.

Where a request is made to the LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- SEND Learning Profile for the student
- Records of reviews and their outcomes
- The student's health including medical history where relevant
- Current progress and attainment in literacy and mathematics
- Educational and other assessments, for example from CAMHs Care Plans/ assessments/ specialist support services and/or educational psychologist
- Views of the parents and the student
- Involvement of other professionals as appropriate
- Any involvement by Social services, Ivanhoe's Attendance Officer or The Inclusion Team/ Child Missing Education Team.

Local Authority High Needs Funding

In Leicestershire, it is possible for the school to apply for high needs funding without the need of an EHC Plan (see below). We would seek this with parental agreement should a student have needs identified on their learning profile which requires significantly increased funds in order for the student to remain within the mainstream setting. This could relate to an increase in staffing or to provide alternative educational arrangements to meet their needs.

How complaints about provision from parents of students with special educational needs are handled in school.

Any complaints or concerns are encouraged to be talked through with the SENDCo or Head Teacher. The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families of children who attend the school.

If, at any time, a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible. It is hoped that most concerns will be settled amicably at this stage.

However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure. A copy can be downloaded from the school website.

The name and contact details of the SENDCo:

SENDCo: Mrs. Vicky Johnson	Deputy SENDCo (Teaching): Mr Adrian Samuel
Telephone: 01530 412756	Telephone: 01530 412756
E-mail: v.johnson@ivanhoe.co.uk	E-mail: ad.samuel@ivanhoe.co.uk

Our SEND governor is Mrs. Kate Whittlesey who can be contacted through the school office.

Information on where the local authority's local offer is published.

The SEND Local Offer aims to provide information about how we support our pupils who have SEND and disabilities to reach their full potential. The school local offer should be read in conjunction with the Leicestershire Local SEND Offer which is also available to view on the school website.

Our Local Offer is not an exhaustive list of strategies and resources as these will alter over time to match the needs of our learners and their families. Ivanhoe continues to strive for excellence for all pupils including those with SEND. Further resources can be found on our Ivanhoe SEND Parent Padlet: [Ivanhoe School SEND Parent Padlet](#)

A copy of the Leicestershire Local Offer is available on the school's website and can be found at www.leicestershire.gov.uk/local-offer

- Ivanhoe staff can put you in touch with agencies such as the Children and Family Wellbeing Service if you feel you would benefit from support at home with your child
- For further independent support and advice please contact SENDIAS 0116 305 5614 sendiass@leics.gov.uk which is a free service who can guide you through any questions or concerns you may have regarding any aspect of the SEND Code of Practice and supporting SEND students at school.