

SEND Information Report

COVID -19 procedure changes

Ivanhoe College has now reopened to all students in all year groups. Government guidance on reopening states that educational settings should use a 'hierarchy of controls' to reduce spread, including:

- ensuring pupils and staff stick to the guidance on self-isolation if they or a member of their family displays symptoms;
- cleaning hands more often than usual;
- ensuring good respiratory hygiene ('catch it, bin it, kill it');
- cleaning frequently touched surfaces often;
- minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).

Letters have been sent out to all parents/ carers to explain the new arrangements which include staggered breaks/ lunches/ class grouping and timetable changes. A full risk assessment has been written and is regularly reviewed by key stakeholders to ensure that the health and safety of all site users is accurate and updated in line with Government guidance.

Students in receipt of an EHC plan are receiving in class support. The SEND department have tried to limit the movement of support staff across bubbles and to provide some consistency for our most vulnerable students.

Due to Government Guidance, the following temporary changes have been made to the SEND provision at Ivanhoe:

- 1) The SEND break and lunch club has been suspended due to the need for staggered lunch breaks. Key staff will be on duty each day to support students during both break and lunch. Students are encouraged to speak to a member of staff if they require additional support and they will be directed to a member of the SEND team on duty.
- 2) LSA staff have (wherever possible), been assigned to a year group bubble. LSAs will be supporting students with EHC plans and providing in class support to other identified students in their assigned class.
- 3) Year 8 and 9 students who used to attend Fast Track lessons have been placed in MFL due to timetabling constrictions. Intervention slots for these students will be offered in MFL lessons once Intervention Bubble spaces have been identified.
- 4) A risk assessment of staff working within bubbles has been created in conjunction with the LSA Team. All LSA staff have been given a visor and training on Covid safe procedures. Staff should try to support from a 2m distance wherever possible but visors should be worn. If staff are working in close proximity to students for longer than fifteen minutes, a visor must be worn.
- 5) All teaching rooms have been equipped with Time In packs to support students who may have previously accessed Time Out. LSA staff have their own pack to use with students with an EHCP.

- 6) All staff (including teaching and support staff) have received updated guidance on supporting students with SEMH needs and those who may struggle with a return to teaching post Covid 19. Updated information on additional needs/ adjustments required in classrooms have been circulated to all staff using in-house systems e.g. Mint Class and SIMs.
- 7) Parents of students with SEND should continue to liaise with Learning Mentors as in previous years. Please note replies may be from different staff due to the bubble.
- 8) Intervention timetables have been suspended for the first few weeks whilst safe spaces for teaching each bubble are identified. LSA team members are carrying out additional checks throughout the day to ensure SEND learners are being accommodated in the classroom and support any emergent needs/ concerns.
- 9) The SEND team continue to liaise with outside agencies to provide support to students with SEND needs.
- 10) Following the whole school risk assessment, we are trying to limit the number of visitors to site. The SEND Team are limiting the number of face to face meetings in line with the school risk assessment and will seek other ways of communicating with parents. Any face to face meetings must be booked in advance, will have to take place at the end of the school day and may require all adults in attendance to wear PPE. Ivanhoe College are awaiting updated guidance from SENAR: Annual Reviews particularly for Year 9 where Key Stage 4 providers are usually encouraged to attend.

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

Ivanhoe College is a mainstream school. Our aim is to provide a safe and happy environment for all children to flourish academically and socially.

We set high standards at Ivanhoe to ensure students receive a positive educational experience and to enrich the life of each and every child, including children with SEND.

Children and young people with SEND have different needs, but we welcome all students whose parents wish to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

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.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Early identification of pupils at Ivanhoe College is a priority. The school uses appropriate screening and assessment tools and ascertains pupil progress through various means e.g. information from parents, rigorous pupil tracking systems, teacher observations and information from previous settings and ongoing teacher assessment.

Parents who are concerned about the progress and attainment of their child are encouraged to contact the class teacher or form tutor of their child in the first instance. Staff will then refer students to the SEND Dept. if further investigation/ support is required.

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion identifiable over a prolonged period of time.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a significant gap in knowledge and/or skills particularly when considered in relation to a student's starting point.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress over an extended period of time.
- Observation of the pupil indicates that they have additional needs which requires an adjustment in the classroom/ school environment in addition to Quality First Teaching.

3. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Ivanhoe College values the contribution of information from parents and consult them at many opportunities throughout the academic year. 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 in communication with Learning Mentors and other staff. A settling in evening is also offered early in the first term and parents are encouraged to attend.

Parents are able to ask questions and find out information through various means:

- Initial support from the individual class teacher and form tutor.
- Regular contact by the students' SEND Learning Mentor (in the form agreed with parents by phone, email or in person) with parents throughout the year.
- Liaison with the SENDCo.
- Access to support from the SEND and Student Support teams in school.
- Meetings around the family meetings (TAF) are held to offer support where necessary.
- Pre transition meetings to ensure smooth entry to Ivanhoe and aid transition to Ashby School.

- Parents are encouraged to view their child's attainment and pastoral success via our integrated learning platform: Moodle.
- Ivanhoe holds a half termly drop in session for parents to discuss any aspect of their child's education which may include their SEND needs.
- Parents are encouraged to download the 'MyEd' App which offers a wealth of information about school and access to contact details for key members of staff/ local services.
- The SENDCo invites all new parents to attend sessions at the start of the academic year to hear how Ivanhoe meets the needs of SEND students.

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

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

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

Children are consulted and their views are sought whilst at Ivanhoe College. We ensure that Pupils, with SEND in particular, are asked about their own strengths and areas for development.

Each student completes a One Page Profile and this information is shared with all staff who work at Ivanhoe College. This is regularly updated following reviews with both the student and their parents. Students are involved in regular meetings with their named learning mentor and we share with them the progress that they have made.

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 college.

5. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

We ensure that SEND pupils are closely assessed through monitoring of classroom practice by the Heads of Departments, the SENDCo and the Senior Leadership Team. During intervention sessions, pupils' progress is monitored and followed up by regular liaison with the class teachers.

Teachers and Learning Support 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.

Students with SEND, but not in receipt of an EHC, are tracked using the schools assessment and tracking policies. Each student with SEND needs are allocated a Learning Mentor who tracks progress using 'Where are we now?' data. This is then used to pinpoint areas of intervention and support required. 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.

6. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

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 will also be held if required.

The SEND team attend Year 6 Annual Reviews and additional transfer arrangements are made if requested. The most vulnerable SEND students are invited to an extra transition session so that they may meet other students, become more familiar with the building and meet key staff before induction day.

Parents are invited to contact the SEND team to discuss transition, meet with key staff and share any concerns prior to the Induction Days.

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.

Before a move to Ashby school, 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 courses and additional visits to meet key staff at Ashby School. The SENDCo from Ivanhoe also supports meetings between parents and the receiving SENDCo when requested.

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

The SENDCo invites parents to hear a presentation about how Ivanhoe meets the needs of students with SEND each year.

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

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

Where a student is identified as having SEND, the academy will seek to remove barriers to learning and put SEND provision in place. A member of the SEND team at Ivanhoe will be identified as a learning mentor (key worker).

We aim to provide a graduated response to match each student's level of need. 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. Parents/carers are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by telephone consultations, electronically and through meetings (including scheduled parents'/carers' evenings). A copy of the one page Profile is made available to all staff, linked on SIMS.

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

Wave 1: Reasonable classroom adjustments for students with recognised SEND.

Wave 2: Small group interventions to target key skill areas in specific aspects.

Wave 3: Support lessons for specific learning needs to suit the needs of the students, based on information gained through assessment data and class performance.

All SEND support at Wave 2 or above will take the form of a four part cycle:

- Assess – the broad area of need to identify the barrier to progress
- Plan – all staff are responsible for planning to allow access to the curriculum.
- Do – differentiation/adjustments/interventions/support will be delivered.
- Review – the effectiveness of the 'Do' will be reviewed regularly through Learning Mentor meetings/school tracking systems.

Teachers and Learning Support 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.

We offer a range of provision in school to support SEND needs:

Curriculum support:

Adaptation of learning in class by the class teacher through quality first teaching.
Specialist advice and support from external agencies including Educational Psychologists
English as an Additional Language (EAL) where this overlaps with special needs.

Communication and interaction difficulties:

Speech and language therapy support (SALT).
Social skills groups.
Autism Outreach Team involvement
Hearing Impaired service
Visually Impaired service

Behaviour and emotional support:

Transition and review meetings between school and parents.
Liaison with Children and Family Wellbeing Service.
NWL LIP Behaviour Partnership.
Links with CAMHS, Community Paediatricians etc.
Meetings with Vice Principal, Heads of Progress and Care and Guidance for parents to support behaviour management at home and school.
Training for physical restraint offered to all Care and Guidance Team.
A member of the LSA team has 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.
Referral to the School Nurse and other outside agencies as appropriate.

Physical support:

Adaptation of the school building to facilitate access to the school buildings
Risk assessments are completed.
Health Care Plans.
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.

Internal

- Wheelchair access to almost all internal areas
- Hazard lines painted on stairs follow advice from Vista
- 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)
- Grab handles installed in disabled toilets
- Lift access to all floors of the school
- Blinds/ curtains on all classroom windows

External

- Wheelchair access to most areas
- Kerbs lowered to facilitate access to the building
- Single level paths around outside of building
- Many classrooms are wheel chair accessible.

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

We ensure that there is quality first teaching and adaptation of teaching styles to suit individual pupil's needs, to overcome their 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 SIMs and MINTCLASS in order to prompt all staff on how to support each child with SEND on an individual basis.

Learning Support Assistant support will be devolved to pupils to address needs if required.

Auditory and/or visual requirements will be provided for as required e.g. visualiser and seating in class.

A regular review of access arrangements are made which include both physical and academic considerations. The SENDCo works closely with the premises team to ensure that students with SEND can access learning and the curriculum.

Ivanhoe offers:

- Initial support from the teacher and form tutor
- Liaison with the SENDCO
- Access to support from the SEND and Care and Guidance Team
- A comprehensive package of internally created interventions which are deployed subject to the needs of students at that time.
- Team around the family meetings (TAF) are held to offer support where necessary.
- Pre transition meetings to ensure smooth entry to Ivanhoe and to Ashby School are offered.
- Referrals to outside agencies for more specialist support are made when required.

Local Authority High Needs Funding

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 Student Support plan which requires significantly increased funds in order of the child to remain within the mainstream setting. This could relate to an increase in staffing or to provide alternative educational arrangements to meet their needs. (This is a 4 week process)

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:

- The school's action plan
- SEND Support Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Current progress and attainment in Literacy and Mathematics
- Educational and other assessments, for example from an advisory specialist support teacher and/or educational psychologist
- Views of the parents and the pupil
- Involvement of other professionals as appropriate
- Any involvement by Social services, Ivanhoe's Attendance Officer or Behaviour Partnership.

9. 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 College 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 Deputy SENDCo has completed the national accreditation for ELSA.
- Training for specific learning difficulties is offered as required e.g. dyslexia. LSA staff have completed Level One AET Training
- All teaching staff are given a copy of initial transition information, one page profiles and support strategies which are linked via our SIMS system and MINTCLASS. These are discussed and agreed directly with parents.
- Learning Support Assistants attend regular meetings to discuss student's progress, concerns and support strategies.
- Structured end of Key Stage handover meetings are held between all appropriate and essential staff across the three phases.
- Training for handling and lifting, Evac Chair and feeding for all staff working with pupils who have physical movement difficulties is offered.
- 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.

10. How the school evaluates the effectiveness of its provision for such pupils;

Analysis from the local authority shows that progress for our SEND pupils generally exceeds that of SEND pupils in the Local Authority. Evidence suggests that Ivanhoe College is closing the gap with SEND students compared with the Local Authority figures.

The following policies are available for viewing on the website:

- SEND Policy
- Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Disability Accessibility Policy
- Attendance Policy
- Pupil Premium Policy
- Behaviour Policy
- Supporting Students with Medical Needs Policy

The SENDCo attends regular meetings with the senior leadership team to monitor and evaluate the overall effectiveness of SEND provision. 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 is discussed and agreed.

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 SDQ questionnaires and feedback from parents/ carers and students over their time at Ivanhoe.

11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEN

All children at Ivanhoe College 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 are all briefed on any children who have SEND at Ivanhoe College. Any additional help that is required is available through a specific Lunchtime club in the Zone area with two members of staff who support these students.

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.

Alternative arrangements are planned and prepared to support 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.

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

Ivanhoe offers:

- Initial support from the teacher and form tutor
- Liaison with the SENDCo

- Access to support from the SEND and Care and Guidance Team
- A comprehensive package of internally created interventions which are deployed subject to the needs of students at that time.
- Team around the family meetings (TAF) are held to offer support where necessary.
- Pre transition meetings to ensure smooth entry to Ivanhoe and to Ashby School are offered.
- The Deputy SENDCo holds accreditation for the ELSA award
- Referral to an independent counselling service with sessions held at Ivanhoe twice a week
- Referral to the school nurse

13. 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, Learning Mentors, 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 after a few days parents are contacted again for an update.

Persistent levels of absence triggers a letter from the school's attendance officer and parents are invited in for a meeting to discuss the situation.

Safety at Ivanhoe college is a high priority. Students are encouraged to discuss concerns with their Form Tutor, Care and Guidance or Learning Support 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:

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

14. 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.

Any complaints or concerns are encouraged to be talked through with the SENDCo or Head of School. This 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 SEND co-ordinator.

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

Our SEND governor is Mrs. Nikki Eccersely who can be contacted through the school office.

15. 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.

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.