



SEND Information Report and Local Offer

Date Agreed: 10th March 2025

Chair of Committee: Peter Cade

Next Review Date: 10th March 2026

Ivy House is an inclusive school where diversity is celebrated.

Our Vision

‘Working together to; Inspire, Nurture, Empower’

This vision captures the importance of the multidisciplinary approach from all stakeholders including families, education, social care and health professionals to ensure that we create an offer for our learners' that is aspirational (**Inspire**), offers holistic development, removing barriers to learning (**Nurture**) and enables students to be as independent as possible so that they are well prepared for life after school, into adulthood and ensuring that no dream is out of reach (**Empower**).

Our Ethos

- Our dedicated and caring staff and Academy Council are committed to providing high quality integrated sensory learning in a vibrant, happy and inclusive environment, where every child is valued and provided for both as an individual and as a member of our school community. We strive for the highest levels of achievement for each pupil.

Our Aims

- To be a centre of excellence providing an inclusive, holistic provision of education, health care and therapeutic treatment for pupils with a wide range of complex learning, physical, sensory and health needs. Ivy House School strives to develop individualised programmes for all, enabling pupils to be challenged to attain their full potential in an encouraging and supportive environment.
- To transform the lives of pupils to enable them to achieve their full potential through innovation in the curriculum, inclusion and effective partnership working with families and other key agencies in the field of SEN and disability.
- To develop the whole child through a personalised approach to learning delivered through a fun and active, broad and balanced curriculum incorporating a range of different teaching approaches and learning opportunities to enable progression.
- To provide an exciting, interesting, stimulating and appropriate high-quality education that respects an individual pupil's aspirations, educational and behavioural needs, rate of learning and preferred methods or strategies.
- To develop communication skills for a variety of purposes thus enabling pupils to have a voice in all aspects of their life.
- To develop a healthy lifestyle for all by enabling our pupils to learn how to apply the basic principles of health, hygiene and staying safe.
- To develop each pupil's physical skills to their maximum potential including flexibility, posture or movement through a range of methods including MOVE, (Move Opportunities Via Education), Physiotherapy or Physical Education to promote improved health.
- To develop enquiring minds, and young people who are enthusiastic and eager to put their best into all activities through team working and independent learning opportunities.
- To promote high expectations of appropriate behaviour and for pupils to become responsible for their actions and decisions
- To promote awareness of a healthy lifestyle to enable our pupils to learn by understanding and following the basic principles of health, hygiene and staying safe.

- To be a community where every child is a valued member and instil a sense of pride and self-respect by promoting in a climate of high expectation where all achievements and successes are celebrated and barriers to learning removed or addressed.
- To develop tolerance and harmony between different cultures by enabling students to acquire an appreciation of and respect for their own and other cultures and traditions through experiences of beliefs of the major world religions
- To develop self-knowledge, self-esteem and self-confidence so our pupils can happy, cheerful and emotionally content.
- To prepare our pupils for a successful transition to the next stage of their life.
- To promote the social inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences of adult life as pertinent to the circumstances of children and young adults with SEN and disabilities and help them in gaining access to lifelong learning.
- To promote an inclusive school community which will foster attitudes of mutual respect and appreciation of the feelings and understanding of others', so that our pupils become caring, confident and responsible individuals both within school and the wider community.

What is a SEND Information Report?

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy.

What is SEND and SEND support?

SEND stands for Special Educational Needs and/or a Disability.
CYP stands for Children and Young People

The SEND Code of Practice 2015 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers that their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?

The class teacher has responsibility for:

- Checking on the progress of your child
- Identifying, planning and delivering the differentiated curriculum for your child in class as required
- Personalised teaching and learning for your child
- Ensuring that the school's SEN&D Policy is followed in their classroom.

SENDCo – Deputy Headteacher (Hannah Birks)

SEND Academy Council – responsibility through the Standards Committee team

Other key staff - Class teachers, Class support teams

They are responsible for:

- Developing and reviewing the school's SEND Information report/ policy
- Co-ordinating the support for all our pupils with special educational needs or disabilities
- Providing specialist support in the school, so that they can help students with SEN&D to achieve the best possible progress.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is receiving
- Involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Complex Behaviour Support Service, Social Care and Health Services.

How can I support my child?

- Please discuss your child's Personal Learning Goals with the teacher and ask how you can support the practise of these skills further at home
- Attend any workshops/INSPIRE sessions that will develop your own knowledge of how your child learns, which may be related to their communication, cognition, physical skills or social emotional or mental health needs. These may be delivered by staff in school or externally.

The types of SEND does Ivy House School provided for:

When identifying the nature of a students special educational needs, the four areas of need considered are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and Mental Health Difficulties
- Sensory and/or Physical needs.

The school recognises that the student will need support in more than one of these areas.

How are students with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2015, a CYP has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

All students attending Ivy House School have an Education, Health and Care plan in place.

Our School is:

An all age special school (2-19 years) for pupils with more complex learning needs, physical disabilities and additional health needs. We are commissioned to take 99 students on roll.

The school was opened in 2009 and is accessible on one level with all class groups having access to outside space. Appropriate personal care facilities are available and a hydrotherapy pool is located onsite. We also have a Sensory Immersive Room and a Sensory Integration room and facilities to support communication, including access to resources for Alternative and Augmentative Communication – e.g. switches and eye gaze technology.

What are the different types of support available at our school?

Teachers and staff on site have the highest possible expectations for your child and all children and young people in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a continuing professional development and learning plan for all staff to improve the teaching and learning of CYP with SEND. This includes whole school training on a variety of SEND issues.

- Teachers adapt planning and delivery to support the needs of our pupils.
- Teachers use adaptive teaching to allow CYP with SEND to access the curriculum. Students will be taught in small groups, 1:2 or 1:1 as appropriate with the teacher or teaching assistants.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- The teaching assistants have specialist knowledge and skills, and access a wide range of training to develop their skills to support the educational and health needs of our complex learners.
- Your child is fully involved in learning in class.

The teachers and class staff provide a wide range of adaptive and differentiated approaches to provision for learning to support every pupil in class to achieve their outcomes. Individual targets are set in line with the outcomes of the EHC Plan and these are reviewed termly and then updated as appropriate.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school. We value the input of these agencies and will work alongside families to ensure that the process is supportive and in the best interests of the CYP.

How will Ivy House School measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of assess, plan, do, review. We will seek to remove barriers to learning and put SEND provision in place.

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|---------------|--|
| Assess | - an analysis of CYP need will be carried out by the teacher.
<i>Outside agencies may also be involved.</i> |
| Plan | - learning activities to meet the needs of the CYP. |
| Do | - interventions/support will be delivered. |
| Review | - the effectiveness of the intervention/support will be reviewed. |

We aim to work with the CYP and involve parents throughout this process.

Progress is reviewed at regular intervals and formally once each term. The engagement model is the assessment (replacing P scales 1 to 4) for students working below the standard of national curriculum assessments and not engaged in subject-specific study, we called this Pre-formal assessment. Semi-formal students are assessed using Rainbow Profiles, this was created in conjunction with the 'Derbyshire Small Steps' and another local special school. We also assess

students using the MOVE programme. The 14-19 pupils access a bespoke curriculum which is assessed using the RARPA (Recognising And Reporting Progress & Achievement) framework. The progress of CYP with an EHC Plan is formally reviewed at an annual review. PLGs are used to track progress to the statement and EHCP on a termly basis. There are 3 formal opportunities to come into school each year to discuss progress including the annual review. The SENDCo will also monitor that the CYP are making good progress while also monitoring the effectiveness of the provision or interventions.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, **speak to your child's class teacher.**

You can write in the home-school diary and they will contact you, or you can ring to ask to speak with them. Additional meetings can be set up if required to discuss concerns.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, then you should contact the Headteacher.

What support is there for my child's overall wellbeing?

The health and well-being of the pupils is of paramount importance and all pupils are monitored and re-positioned during the day for those with complex health needs and who are not mobile.

The school offers a PSHE curriculum that aims to provide pupils with skills, knowledge and understanding that enhance their emotional, social, independence and well-being.

Pupil and parent voice is in place in school through questionnaires and a range of curriculum opportunities.

The school offers opportunities for representation and participation at different events, including sports, educational visits and themed days linked to the curriculum.

A number of reward and achievement processes are in place, both class and whole school based.

Individual behaviour strategy plans are in place for those CYP who require specific and targeted support throughout the day in order to regulate their behaviour. This outlines strategies that have been agreed with families and other professionals and guides staff on the most appropriate way of supporting your child.

How is SEND support allocated to students at Ivy House School?

The school receives High Needs Funding (including Exceptional Needs Funding) through Derby City Local Authority, which includes funding to support CYP with SEND. Student place funding is provided directly from the DfE and through Shaw Education Trust.

All resources/training and support are reviewed regularly and changes made as necessary. The school adapts to meet the needs of the pupils and their changing needs over time.

Who else could support your child with SEND?

- **Teachers**
- **Teaching Assistants**
- **Health and Welfare Support Assistants**
- **Personal Care Assistants**
- **Lunchtime Supervisors**
- **Behaviour Leads**
- **Hydrotherapy pool team**
- **Educational Psychology Service**
- **Nursing team**
- **Sensory Occupational Therapist**
- **Specialist music teachers**

Paid for centrally by Local Authority / Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Community Learning Disabilities Team
- Educational Welfare Officer
- Hearing impairment support teacher
- Visual impairment support teacher
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Physiotherapy Service
- Outpatient paediatric clinics

Local charities that offer information and support to families of children with SEND are:

- Umbrella
- Fun8bility

- Disability Direct
- Derby City Parent and Carer Forum
- Families Information Service
- Bridge the Gap
- And many more

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

For more information, go to <http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities>

How does the school support students with medical conditions?

The school follows '**Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England**' December 2015

The school has a policy regarding the administration and management of medicines on the school site. Some CYP will have a care plan in place.

There is a nursing and health team onsite, commissioned by the Derbyshire Integrated Care Board (ICB).

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

If offsite visits are planned, staff take responsibility and are trained as appropriate or a nurse or health team member accompanies as necessary within the risk assessment.

How is our school accessible to CYP with SEND?

School is fully equipped for manual handling by use of ceiling tracking hoists or additional mobile hoists.

School is on one level. Bathroom facilities are appropriate to the needs of all our pupils.

Teaching resources and equipment used are accessible to all CYP.

All CYP have an equal opportunity to go on school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for CYP with SEND and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure they know about any special arrangements and support that needs to be made for your child.
- All records about your child are passed on as soon as possible.
- Transition visits are supported by school and with a member of staff that knows the child well.

When moving classes in school:

- Information will be passed on to new teachers. All relevant information will be shared. Some classes operate a "Key Worker" system, whereby each member of staff is allocated a student in their class. Sometimes, it is appropriate for the Key Worker to move classes with individuals in order to support transition. This is dependent on each class and individual students.

Starting school

- Visits to school
- Parent sessions
- Share records
- Transition to a fulltime timetable
- Opportunities for families to come and join activities

From school to school

- Visits to school
- Parent sessions
- Share records
- Transition meeting
- Supported transition visits

Transition from Key Stage 5 to further study/employment:

- Guidance and advice about different pathways available and support for students with SEND post school. This will begin early on within Key Stage 4 and the school will support parents to make informed decisions.

How will my child be able to share their views?

We value and celebrate each student being able to express their views on all aspects of school life. This is usually carried out through regular discussions within the curriculum subjects on offer, as well as during informal times of the day.

If your child has an EHC Plan, they will be involved in writing and reviewing their own Outcomes, where appropriate.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. All staff received a thorough induction and there is ongoing performance management and opportunities to identify and access any specific training required. The school also works with a number of other settings both locally and as part of the wider Shaw Education Trust - Institute of Education network enabling opportunities to share good practice. Staff also receive training within the following areas:

- Centaur Manual handling
- Communication
- Non-invasive medical procedures
- Positive behaviour management – Proact SCIPr UK
- Augmentative communication methods
- MOVE Programme
- Postural care

What should I do if I have a complaint about my child's SEND support?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first so that we can try to resolve any issues. Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Linked documents on the school's website include:

- Complaints Policy
- Anti-Bullying Policy
- Administration of Medicines in School policy
- Inclusion Policy
- Child Protection & Safeguarding Policy
- SEND Policy

This policy complies with the Children and families act 2014 and the SEND Code of Practice 2015

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CYP** – children and Young People
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages