



January 2024

**SEN&D School
Information Report**



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 SEN&D and SEN&D support?

SEN&D 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.

SENCo – Deputy Headteacher (George Turner)

SEN&D Academy Council – responsibility through the Standards Committee team.

The Shaw Education Trust – quality assurance of provision

Other key staff - Class teacher, Class support team

They are responsible for:

- Developing and reviewing the school's SEN&D 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 that will develop your own knowledge of how your child learns, which may be related to their communication, physical skills or cognition. These may be delivered by staff in school or externally.

The kinds of SEN&D provided for in our school are:

When identifying the nature of a CYP 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 CYP will need support in more than one of these areas.

How are CYP with SEN&D identified at our school?

Referring to the 'SEN&D 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 pupils attending Ivy House have an Education, Health and Care plan in place.

Where a CYP is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four-part cycle:

- Assess** - an analysis of CYP need will be carried out by the teacher.
Outside agencies may also be involved.
- 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.

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 (increase from 86 from January 2023).

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 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 CYP in their class.

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

- Teachers adapt planning and delivery supports the needs of our pupils.
- Teachers use adaptive teaching to allow CYP with SEN&D to access the curriculum. Pupils 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 skills and knowledge, 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 or Occupational Therapist. 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 we measure progress?

Progress is reviewed at regular intervals and formally once each term. The engagement model is the assessment (replacing P scales 1 to 4) for pupils 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 with 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 SENCo 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 SEN&D support allocated to CYP at our School?

The school receives High Needs Funding (including Exceptional Needs Funding) through Derby City Local Authority, which includes funding to support CYP with SEN&D. Pupil 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 SEN&D?

- **Teachers**
- **Teaching Assistants**
- **Lunchtime Supervisors**
- **Behaviour co-ordinator**
- **Hydrotherapy pool team**
- **Educational Psychology Service**
- **Nursing team**
- **Sensory Occupational Therapist**

Paid for centrally by LA/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

Voluntary Sector:

- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- Families Information Service
- School Nursing Service (NHS)

And many more

For more information, go to [Synergy - Enquiry \(derby.gov.uk\)](http://derby.gov.uk/Synergy-Enquiry)

How does the school support CYP 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, provided by the local NHS Trust. There is also a small team of school employed Health, Welfare Support Assistants on site to support with enteral feeding and therapies.

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 SEN&D?

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 SEN&D 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 SENCo 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. The school operates a key worker system, whereby each member of staff is allocated a pupil in their class so that they can work alongside parents to ensure that the CYP receives appropriate support. Sometimes, it is appropriate for the key worker to move classes with individuals in order to support transition.

Starting school

- Visits to school
- Parent sessions
- Share records
- Transition to a fulltime timetable
- Opportunities for families to come and join activities (*including weekly Parent & Toddler group*)

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 SEN&D 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 CYP being able to express their views on all aspects of school life. This is usually carried out through regular discussions within the curriculum areas on offer, as well as during informal times of the day. We also have a school council who are involved in decision making within the school. Students are also able to participate in the bi-annual student surveys.

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 SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school. All staff received a thorough induction and there is ongoing performance management (through Agile Appraisal) 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 – including Read Write Inc. phonics
- Non-invasive medical procedures
- Positive behaviour management – Proact SCIPr UK
- Augmentative communication methods
- MOVE Programme
- Postural care
- Visual and Hearing Impairment training
- Occupational Therapy – Sensory Integration

What if I want to complain?

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.

If you aren't satisfied with the response and want to escalate your complaint, then you can do so in writing to the Headteacher. Please see the complaints policy for full details.

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

Report to be updated in January 2025