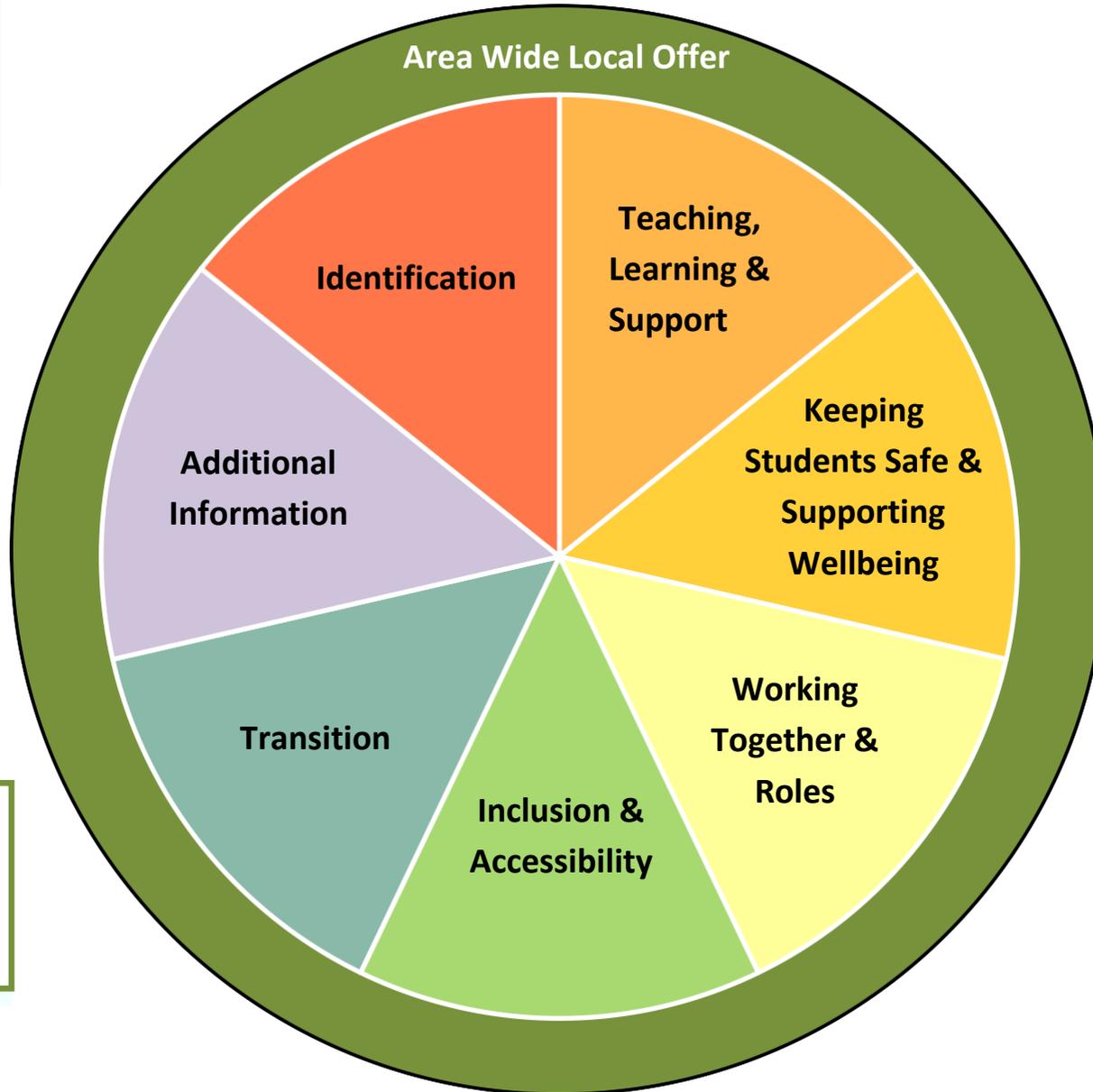




**Our Local Offer for Special Educational Needs and/or Disability**  
**Ivy Bank Primary School**  
*updated April 2022*



Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type





## Our Local Offer for Special Educational Needs and/or Disability

### Ivy Bank Primary School

*updated April 2022*



----- Click here to return to the front page -----	
<b>Name of Setting</b>	Ivy Bank Primary School and Resource Provision
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input checked="" type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	2-11
<b>Number of places</b>	Mainstream places (PAN) 60 per year; Resource provision 14 places
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>We are an inclusive mainstream setting catering for children and young people with a wide range of needs</p> <input checked="" type="checkbox"/> who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.         </div> <div style="width: 45%;"> <p>We are an inclusive setting that offers a specialism/specialism in Autism Spectrum Conditions. Children who access the school's resource provision are usually verbal and are able to</p> <input checked="" type="checkbox"/> demonstrate capacity for learning within a differentiated mainstream environment, where they attend their mainstream year group for a minimum of 40% each week.         </div> </div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

### Questions from the Parent/Carer's Point of View:

----- [Click here to return to the front page](#) -----

#### Identification

##### **How will you know if my child or young person needs extra help? (IRR)**

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in the identification of SEND, and there is information on the school website to support parents with this. Early identification is paramount, and therefore staff working in school monitor the children's progress carefully on a termly basis through regular pupil progress meeting which are led by the senior leadership team. A termly SEND clinic is held to ensure class teachers have the opportunity to discuss issues raised at the pupil progress meeting with the SENDCO and SEND Team.

Concerns are initially raised with the school SENDCO who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class-based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SEND Team keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

##### **What should I do if I think my child or young person needs extra help?**

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENDCO. Alternatively, the school SENDCO can be contacted directly, either at the end of the school day, or via the email addresses provided on the website.

##### **Where can I find the setting/school's SEND policy and other related documents? (IRR)**

The school's SEND policy and other relevant policies can be found on the school website.

----- [Click here to return to the front page](#) -----

### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND? *(IRR)*

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer.

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high-quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group, or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a wide range of intervention programmes available to support children who require support which goes beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Nessy, IDL etc. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups.

For those with specialist needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Sensory Processing Occupational Therapy Support Service (SPOTSS) and Occupational Therapists. In some cases, these specialists might work in school with the child, or school staff might attend therapy sessions out of school with the pupil.

Where additional levels of support are required, a personalised support plan is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENDCO via email or in person to discuss pupil's needs in more detail.

#### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. Information about individual pupils with SEND is shared with supply staff via a 1-page profile (supporting me plan). Where the gap between the child and that of his/her peers may be significantly wider than would be expected for children of his/her age, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners, and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENDCO or staff from the school's Resource Provision. All additional provision for pupils with SEND is overseen by the school SENDCO, and monitoring of these pupils' progress takes place at regular SEND meetings held between class teachers and the SENDCO.

#### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms e.g., additional computers, writing slopes, alternative seating etc. For those requiring provision additional to class-based approaches, funding facilitates the school's "menu" of intervention programmes. In some cases, it might also be used to provide additional human resource e.g., teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e.: outcome identified in discussion with teachers and parents or on EHCPs). The SEND budget is the responsibility of the head teacher and SENDCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

----- [Click here to return to the front page](#) -----

### Teaching, Learning and Support

#### **How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)***

When children’s needs are initially identified, a discussion takes place between teachers, parents, and pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. School staff are usually best placed to advice on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advice on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision-making process.

#### **How will equipment and facilities to support children and young people with SEND be secured? *(IRR)***

The school possesses a range of equipment and facilities (e.g., differentiated reading material, writing slopes, coloured overlays, sensory equipment etc.) to support pupils with SEND and the SEND team makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENDCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

#### **How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)***

All school staff have high expectations for all learners. Monitoring of progress takes place on a day-to-day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home-school books. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held termly and via the annual school report to parents which is sent home during the summer term. For learners with SEND, personal provision plans (known in school as ‘Supporting me plans’ and ‘Plan, Do and Review’ documents) will be discussed with parents at parent-teacher meetings, and for those with EHCPs an annual review will be held. Parents are welcome to seek additional appointments to discuss their child’s progress as required, and class teachers are usually available for informal discussions at the end of each school day. The school also offers a range of parent support sessions throughout the year; some of which are in collaboration with other local schools.

#### **How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)***

Every effort is made to ensure that the opinions, thoughts, and feelings of our pupils are an integral part of any plans made about their education. Pupil’s opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings.

----- [Click here to return to the front page](#) -----

### Teaching, Learning and Support

We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties, in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school's SENDCO, along with the head teacher and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision, this is reviewed with the SEND governor. The school works closely with a cluster of schools within the Aspire MAT, which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. All pupils are assessed on an on-going, formative basis using the school's assessment and tracking system. Where this is appropriate, SEND pupils are assessed using this tool. Where needed, children are tracked using small step progression on an individual basis dependent on the child's needs. The school use Cherry Garden framework to track progress of children who require a smaller step progression framework.

----- [Click here to return to the front page](#) -----

### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff via 1 page "supporting me" profiles, which outline any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during the transition between class and caregiver at the end of the day. Where necessary alternative arrangements for the most "risky" times of the day are made, for example a smaller, more highly supervised playground is available at lunchtimes. For some pupils, a detailed risk assessment is undertaken which is shared with parents and reviewed regularly by the class teacher and SEND team.

#### What pastoral support is available to support my child or young person's overall well-being?



## Our Local Offer for Special Educational Needs and/or Disability

### **PASTORAL**

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching we offer a range of interventions, both commercially published and bespoke to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion with pupils and their families. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence e.g. SCERTS and Boxall. Within the Resource Provision the children use Zones of Regulation, this is a systematic, cognitive-behavioral approach used to teach children how to regulate their feelings, energy and sensory needs in order to meet the demands of the situation around them and be successful socially.

### **FRIENDSHIPS**

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff within our ASC specific lunch club. We also offer a range of personalised social skills activities during lunchtime where the children can take part in organised sports activities. We also have a school library, where children have the opportunity to be a library monitor.

----- [Click here to return to the front page](#) -----

### **Keeping Students Safe and Supporting Their Wellbeing**

#### **PEER / SIBLING SUPPORT**

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their classmates (e.g. Circle of Friends intervention). At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school. We also have termly assemblies that cover a wide range of topics linked to SEND, e.g. Autism, ADHD.

#### **BULLYING**

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

**How will the setting, school or college manage my child or young person's medicine or personal care needs?**

### **ADMINISTRATION OF MEDICATION**

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the school office where medication is kept in a locked box. Medicine is then usually administered in the presence of 2 members of staff and once administered an online form is completed to acknowledge correct administration. In some cases, pupil's medication may be more appropriately stored and administered in their classroom (e.g., asthma inhalers, epi-pens, epilepsy rescue medication etc.). Every classroom has a locked medicine cabinet, and the location of the medication is detailed on the pupil's 1 page "supporting me" profile.

### **TOILETING**

Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, for example, pupils usually stand whilst changing nappies, and are encouraged to take as active a role as they can, and pupils who are developing verbal skills are provided with a range of tools to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs.

### **PRIVACY AND DIGNITY**

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. administration of Movicol or Ensure drinks given at snack time). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils. For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

### **SHARING OF MEDICAL INFORMATION**

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is viable to staff alongside academic data. Information about the medical and personal care needs of pupils is noted on pupil's one page "supporting me" profile for those pupils with more complex medical needs,

----- [Click here to return to the front page](#) -----

medical supporting me plans are produced in discussion with parents/carers and health professionals. These are stored with any pupil's medication in classrooms, or with the one page supporting me profile. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared via the "supporting me" plan or more detailed plans as appropriate. There is a display board detailing all the children with asthma, allergies or other (potentially serious) medical conditions. This board is in the SEND office and is covered for confidentiality purposes, it is accessible to all staff if needed.

### **MEDICAL APPOINTMENTS**

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

### **TRAINING**

Staff undertake regular first aid training and are trained annually in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seek out relevant training to address the specific needs of pupils.

### **What support is available to assist with my child or young person's emotional and social development? (IRR)**

Personal Social and Emotional wellbeing is at the heart of our school ethos, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing their emotions and relationships on a day-to-day basis. For those requiring further support, we have trained Mental Health First Aiders in school who support identified children with individualised programmes focusing on self-esteem, mindfulness, and resilience. MHFA's have termly supervision meetings. We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development, e.g., Spence Anxiety scale.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

#### **BEHAVIOUR**

The school has a clear behaviour policy which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key "trigger points" during the day, for others this may involve a "time out" arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupil's whose behaviour challenges, is to firstly understand this behaviour. We use an Antecedent, Behaviour, Consequence system of recoding and analysing behavioural incidents, in order to try to find patterns in behaviours. When these are identified we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour and aim to find creative strategies to support pupils in managing their behaviour. The school 'Code of conduct' is prominently displayed and is discussed and referred to, frequently. Children in KS1 are rewarded in class with Dojo points, children in KS2 are rewarded with merit points.

#### **EXCLUSION**

It is rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be found on the school website.

----- [Click here to return to the front page](#) -----

### ATTENDANCE

We take active steps to improve attendance. The SLT team and safeguarding team work closely with families where attendance is of concern to find holistic ways to improve the situation. Targets are set with families and the EWO services are brought in to support attendance improvement when needed.

----- [Click here to return to the front page](#) -----

### Working Together & Roles

#### What is the role of my child or young person's class teacher?

The class teacher has the overall responsibility for pupil's learning and their day-to-day wellbeing in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil unless an alternative key worker has been assigned. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, interventions). For those pupils who are members of the resource provision (specified on their EHCP), there may be a nominal mainstream class teacher alongside the Resource Provision teacher. This is to ensure that pupils are given the opportunity to be included in mainstream learning opportunities with a designated class; however, responsibility for the learning of these pupils remains with the Resource Provision teacher unless the pupil is attending the mainstream class on a full-time basis.

#### Who else has a role in my child or young person's education?

The head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.

The school SENDCO has responsibility for coordinating the provision for pupils with SEND. With the SEND Team, she may work individually with pupils, or carry out assessments where required, and will usually host formal meeting such as annual reviews.

In addition to the class teacher and SENDCO pupils might come into contact with the following:

- The Resource Provision teacher and team of Teaching Assistants are specialists in supporting pupils with a range of needs and might work individually with pupils or advise other staff (parental consent required for regular planned contact).
- The school nurse (parental consent required for any contact).

There are also a large number of support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. We also have a member of staff who is ELKLAN trained, she works closely with children who have a SALT care-plan.

External agencies, or specialists may be brought in to work with pupils. Their involvement will always be with the consent of the parent /carer. For those pupils working within the Resource Provision (specified on EHCP) a speech therapist works with the children on a weekly basis or as and when needed.

----- [Click here to return to the front page](#) -----

### Working Together & Roles

**How does the setting, school or college ensure that information about a child’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?**

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. Information about SEND needs of pupils are noted on pupil’s 1 page “supporting me” profile, and this document will signpost staff to the more detailed documents where required.

All class teachers and any key workers involved with the child will be given a copy of EIPs based on EHCPs and there are regular opportunities to discuss the content of these at termly SEN meetings with the SENDCO.

**What expertise is available in the setting, school or college in relation to SEND? (IRR)**

All school staff have a good awareness of SEND through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENDCO to develop their practice in relation to the specific needs of the pupils in their classes.

The SENDCO holds the national qualification for SENCOs and is a qualified mental health first aider and is a very experienced teacher of pupils with SEND. The Resource Provision teacher holds the national qualification for SENCOs and has specialist teacher status and is an experienced senior leader. The wider Resource Provision team have a range of specialist knowledge and skills further details of which can be found on the school website.

The assistant SENDCO assists in leading and managing the provision of special educational needs learning support at Ivy Bank and has a wealth of experience of supporting pupils with a range of Special Educational Needs and Disabilities.

We are also a strategic partner in the Aspirer teaching school, and lead on providing professional development opportunities for staff from other schools with relation to SEND, behaviour and Reading

**Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)**

The school works with a wide range of services. We have close links with health professionals, for example, CAMHS, SALT and OT. We work closely with social care teams, as well as with voluntary organisations such as Parent Partnership and SPACE for Autism. Some of our pupils access SALT, OT, and Brain Training on site.

We regularly organise multi-agency meetings to discuss pupil’s needs, (e.g., EHA) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

Children who attend the Resource Provision have access to weekly Forest school sessions. We also take children horse riding with RDA.

**Who would be my first point of contact if I want to discuss something?**

Your first point of contact should be your child’s class teacher. The school SENDCO is also always available to support you in matters relating to SEND. Contact details can be found on the school website

----- [Click here to return to the front page](#) -----

**Who is the SEN Coordinator and how can I contact them? (IRR)**

The school SENDCO is Mrs Katie Barber - [sendco@ivybank.cheshire.sch.uk](mailto:sendco@ivybank.cheshire.sch.uk)  
 The Resource Provision lead teacher is Mrs Eleanor Warrington: [ewarrington@ivybank.cheshire.sch.uk](mailto:ewarrington@ivybank.cheshire.sch.uk)  
 The Assistant SENDCO is Mrs Jane Oliver [joliver@ivybank.cheshire.sch.uk](mailto:joliver@ivybank.cheshire.sch.uk)

**What roles do have your governors have? And what does the SEN governor do?**

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENDCO take place to ensure that all pupils including those who are looked after make progress. Our SEND governor is Mr. Michael Shaw his contact details can be found on the school website.

**How will my child or young person be supported to have a voice in the setting, school or college? (IRR)**

Every effort is made to ensure that the opinions, thoughts, and feelings of our pupils are an integral part of any plans made about their education. Pupil’s opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g., opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council, made up of pupils who meet regularly and to share the views of their peers. Pupils with SEN are represented within this group.

**What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**

Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readers, accompanying trips etc. There are opportunities to join the “Friends of Ivy Bank” who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.

**What help and support is available for the family through the setting, school or college? (IRR)**

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, provides support to parents as required. This might be completing forms with parents or signposting them to agencies who can help further, e.g. CEIAS. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and via a termly parent partnership magazine.  
 Many of our pupils who have SEND travel to school by taxi. We liaise with parents, taxi drivers / escorts and the transport coordinator team on a regular basis.

----- Click here to return to the front page -----

### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

As an inclusive school setting, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips etc. We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential).

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Year 6 are situated in upstairs classrooms. A chair lift is available. Some year groups are situated in outdoor mobile classrooms.

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Parking is very limited. Drop offs usually occur in a nearby commercial car park which is a short walk from the school.

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

n/a

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility policy can be found on the school website. Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sports sessions etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. Our resource provision is a low stimulus teaching environment in order to support learners with sensory integration differences linked to Autism. We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. An easy access version of this document can be found on the school website. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications and would discuss with those families their preferred means of communication.

----- Click here to return to the front page -----

### Inclusion & Accessibility

Several of our higher need's pupils use a total communication approach (signs, symbols and speech). In order to support these pupils, all pupils in school are familiar with some basic signs from the Signalong system (e.g. this is used in whole school assemblies), and all classrooms in school make use of symbols from the WIDGET symbols bank. We are familiar with other augmentative communication tools such as PECS, Makaton, and with text to speech technology such as Prologue 2Go.

----- Click here to return to the front page -----

### Transition

#### Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

For information about entry please email the main school office ([admin@ivybank.cheshire.sch.uk](mailto:admin@ivybank.cheshire.sch.uk)) who will discuss the entry process with you.

#### How can parents arrange a visit to your setting, school or college? What is involved?

We offer a range of transition visits for new reception pupils; however, we encourage the families of pupils with SEND to arrange a separate visit with the school SENDCO so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the SENDCO ([sendco@ivybank.cheshire.sch.uk](mailto:sendco@ivybank.cheshire.sch.uk))

#### How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

##### ENTRY

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the school SENDCO OR Resource Provision lead teacher. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

##### TRANSITION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings. We also have close links with many of the local specialist settings and can advise parents and families when making decision about secondary provision.

----- Click here to return to the front page -----

### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

The school SENDCO / Assistant SENDCO ([sendco@ivybank.cheshire.sch.uk](mailto:sendco@ivybank.cheshire.sch.uk)) or the resource provision lead teacher ([ewarrington@ivybank.cheshire.sch.uk](mailto:ewarrington@ivybank.cheshire.sch.uk)) in school can provide details of further support for families.

Parent partnership can be accessed by following this link ([https://www.cheshireeast.gov.uk/schools/parents/parent\\_partnership.aspx](https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx))

#### When was the above information updated, and when will it be reviewed?

Updated: April 2022

Due for review: April 2023

#### Where can I find the Cheshire East Local Offer? *(IRR)*

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENDCO / or the Head teacher. In the vast majority of cases, we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on the school website.

Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupils SEND can be found on the Cheshire East website. CEIAS or Edge inclusion partners are a good source of support in such cases and their contact details can be found on our website.