



IVY BANK PRIMARY SCHOOL

SEND Information Report – Autumn 2022

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEND. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

Our approach and ethos for supporting children with special educational needs:

We pride ourselves on our provision for pupils with SEND and aim to be an inclusive school. In addition to our Resource Provision for pupils with Autism we have a wealth of experience of meeting the needs of learners with a wide range of needs within the mainstream body of the school. It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner.
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We provide for the following kinds of special educational needs (SEND):
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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.

We identify and assess pupils with SEND using the following methods:

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 pupil's needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise 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. The SENDCO 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.
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We evaluate the effectiveness of our SEND provision in the following ways:

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. In addition, pupil voice is conducted on a regular basis with all SEND pupils and interventions are monitored to evaluate their quality and impact.
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Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

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 the Cherry Garden framework to track progress of children who require a smaller step progression framework.

Our approach to teaching pupils with SEND includes:

Children learn and develop in different ways. Teachers know and understand this and use different teaching styles to plan work at different levels in order to meet the needs of all pupils in their class. This is called **Quality First Teaching**. Our aim is to provide the highest quality learning environment for every child and for them to achieve their full potential.

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 the pupil's needs in more detail.

We adapt the curriculum for pupils with SEND in the following ways:

All class teachers take responsibility for meeting the needs of all learners in their class by adapting the learning and provision. Where pupils have SEND, class teachers will be aware of the pupil's strengths and areas of need, through their SEND Support Plan. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by revisiting objectives that are 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 learning with specialist staff in and outside the school. For example, the SENDCO, Resource Provision lead teacher or an external agency.

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

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.

The following emotional, mental and social support is available for pupils with SEND:

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 Spence Anxiety Scale. Within the Resource Provision the children use Zones of Regulation, this is a systematic, cognitive-behavioural 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.

Safety and SEND:

As a school we recognise the key importance of keeping all our children safe in the community, online and within school. We recognise the additional risks and vulnerabilities that children SEND may have and ensure that all learning is appropriate to their level of understanding and revisited in a timely and consistent manner. Children with SEND needs are taught specific lessons on safety appropriate to their individual needs and at a level that they are able to engage with and understand. The school are supported by the MAT in delivering Online Safety training for staff that has a focus on supporting children with SEND needs.

SEND Team at Ivy Bank:

The school SENDCO is Mrs Katie Barber
 The Resource Provision lead teacher is Mrs Eleanor Warrington
 The Assistant SENDCO is Mrs Jane Oliver

In addition, we use the services of the following specialists:

- Educational Psychology Service
- Speech and Language Therapists
- School Nurse/NHS
- Child and Adolescent Mental Health Service
- Occupational Therapists
- Optiminds Brain Training
- Mable Speech and Language Therapy
- Mental Health and Wellbeing Consultancy
- Adelaide Outreach Service

Our admission and transitional arrangements for pupils with SEND include:

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

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.

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.

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

The point of contact for all parents/carers of pupils with SEND is the SENDCO– Mrs Katie Barber: kbarber@ivybank.cheshire.sch.uk

Following identification of concerns by a class teacher, the SENDCO and class teacher will meet with the pupil's family for a timely discussion. 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. The SENDCO will also signpost the parent to any other agencies and sources of advice/support.

Evaluation of the Effectiveness of Provision for Pupils with SEND:

The SENDCO meets with class teachers each term to review the progress of children with additional needs during pupil progress meetings. Plans and support are updated in collaboration with parents and any outside agencies involved.

Our arrangements regarding complaints from parents of pupils with SEND are as follows:

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:

https://www.ivybank.cheshire.sch.uk/serve_file/7411726

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.

Parents of children with SEND may find the following support services helpful, in addition to the school's offerings:

Space4Autism is a registered charity that supports families and children living with Autism. They run various activities and clubs for children and training courses for adults.

Cheshire East Parent Carer Forum is led by parents for parents and carers of children and young people aged 0-25 with additional support needs and disabilities in Cheshire East. They work in partnership with commissioners and service providers across health, social services and education. Many of their members also say the benefit of the Forum is to have easy access to friendly, local people who understand what it's like to have a child with additional needs and are willing to help. [Cheshire East Parent Carer Forum](#)

Cheshire East's Information, Advice and Support service (CEIAS) provides a free confidential and impartial service. As detailed in the SEND code of practice, each Local Authority must provide a service that provides Information, advice and support to parents, carers and young people from 0-25 years of age. Their main aim is to empower parents by providing information, advice and support around a child's special educational need. The team is also able to provide direct



information, advice and support to young people (aged 16-25) in their own right, if requested, in line with the Children and Families Act 2014. They offer a wide range of support from telephone/email as well as arranged face to face meetings where appropriate. The service will also signpost to other relevant services and sources of support. [Cheshire East Information Advice & Support website](#)