



SEN&D School

Information Report

October 2016



Derby City Council



Ivy House is an inclusive school where diversity is celebrated.

Our motto;

‘Where every child matters ‘.

Our Vision;

- 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.

Our ethos;

- Our dedicated and caring staff and governors 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 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 be 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 needs and, or a disability.

CYP stands for Children and Young People

The Code of Practice 2014 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 their difficulties present quickly and easily. A few children will need extra help for some or all 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- Headteacher

SEN&D governors –responsibility through the Pupil, Personnel, Curriculum and Standards Committee team.

Other key staff - Class teacher, class support team a

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all 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 in the school 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, Behaviour Support Service, Social Care and Health Service.

How can I support my child?

- Please discuss your child's IEP with the teacher and how you can practice these skills further at home
- Attend any communication workshops as appropriate.

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 are taken into account 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' 2014, 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 a statement of educational needs or 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 through 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. There are 84 pupils on role.

The school was opened in 2009 and is accessible on one level with appropriate personal care facilities and a hydrotherapy pool onsite.

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

Teachers 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 differentiate planning and delivery supports the needs of our pupils.

- Teachers use a variety of teaching styles and cater for different learning styles 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 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 differentiated approaches to provision for learning to support every pupil in class to achieve their outcomes. Individual targets are set.

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 at times 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.

How we measure progress?

Progress is reviewed at regular intervals and formally once each half term. A range of small step tracking tools are used, such as Bsquared for Early years, P level, and Key skill (post 16) progress. Quest assessment and MOVE programme provide additional information. The 14-19 pupils access Moving On accreditation.

The progress of CYP with a statement/EHC Plan is formally reviewed at an annual review. IEPs are used to track progress to the statement and EHCP.

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 subject teacher**.

You can write in the diary and they will make contact with 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, 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 the school council.

The school offers opportunities for representation and participation at sporting events.

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

Whole school enrichment days.

Lunch time clubs.

Individual behaviour strategy plans.

How is SEN&D support allocated to CYP at our School?

The Code of Practice 2014 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.’ :

The school budget is received from Derby City Local Authority, which includes funding to support CYP with SEN&D.

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**
- **Behaviour co-ordinator**
- **Hydrotherapy pool team**
- **Educational Psychology Service**
- **Nursing team**
- **AAC teaching assistant.**

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
- Connexions Careers Service
- 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

Voluntary Sector:

- Umbrella
 - Fun&bility
 - Disability Direct
 - Derby City Parent and Carer Forum
 - Voices in action
- And many more

For more information go to www.derby.gov.uk/sendlocaloffer

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**’ April 2014

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.

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 staff member accompanies visits as necessary within the risk assessment.

How is our school accessible to CYP with SEN&D?

School is fully equipped for 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.

When moving classes in school:

- information will be passed on to new teachers. All relevant information will be shared.

Starting school

- Visits to school
- Parent sessions
- Share records

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.

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 meetings of the School Council.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes.

CYP have the opportunity to complete a questionnaire about aspects of the school.

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.

- Manual handling
- Communication
- Non-invasive medical procedures
- And additional as identified to meet the changing needs of the pupils.
- Positive behaviour / SCIP
- Augmentative communication methods
- MOVE

- Posture

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 to try to resolve any issues.

If you still want to complain 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
- Complaints Procedure
- Supporting pupils at school with medical conditions policy
- Inclusion Policy
- Safeguarding Policy

This policy complies with the Children and families act 2014