

Special educational needs (SEN) Information Report

DOCUMENT INFORMATION – FRONT SHEET

Please note – Physically printed copies of this policy may be out of date. For the most up to date policy please go to the School Website or contact the School Office.

POLICY DETAILS

POLICY OWNER/AUTHOR	NEW POLICY	CURRENT POLICY - REDRAFT/AMENDMENTS	
	No	No	<i>If Yes please provide brief details of changes below in the version history section and highlight changes in yellow.</i>

VERSION HISTORY

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APPROVAL INFORMATION

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NAME OF LIFE MAT SCHOOL	Ibstock School		

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website

If you don't publish your SEND policy on your website: <https://ibstockschool.co.uk/content/policy-docs.php>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

- Communication and interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

- Cognition and learning - Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD); this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health difficulties - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory and/or physical needs – This can include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Charlie Roe.

Mrs Roe is new to this role but has worked as a Humanities teacher at Ibstock for 3 years. Mrs Roe is a qualified teacher.

She is working towards achieving the National Award in Special Educational Needs Co-ordination.

Mrs Roe is allocated 3 days a week to manage SEN provision.



SEND Assistant

Our SEND assistant is Mrs Sue Brown.

She has 6 months experience in this role and has also worked as Pastoral Admin for 5 years at Ashby School.

Mrs Brown has received safeguarding training.



Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Our staff have received in house training regarding quality first inclusive teaching, they have access to an online Padlet that is populated with various training opportunities to support their understanding of how needs present. Furthering this, Ibstock School has a running subscription with the National College which offers staff a variety of training courses to enhance their SEN understanding. Mrs Johnson, our Lead Practitioner for SEND, is currently supporting staff with training around exam access arrangements.

Learning Mentor

We have a dedicated Learning Mentor, Mrs Kelly Deacon who has 2 years' experience in her role and further 2 years' experience as a TA at Ibstock School.

Mrs Deacon is a level 3 qualified TA with a BTEC diploma. Mrs Deacon has received ASD and ADHD training to support interventions. Mrs Deacon is working closely with the Autism Outreach Team to run interventions around understanding a diagnosis and supporting and maintaining relationships. At present, Mrs Deacon is working towards her Bachelors Degree in Learning and Education.



Teaching assistants (TAs)

We have a team of 10 TAs. All of our teaching assistants are currently supporting our pupils in lessons throughout the academic day. They are also responsible for our break and lunch time provision.



Miss Aimee Bancroft, Y11 TA



Mrs Caroline Warlow, Y10 TA



Miss Natalie Nurse, Y10 TA



Mrs Clair Pegg, Y9 TA



Mrs Heather O'Farrell, Y9 TA



Mrs Mandy Poole, Y8 TA



Mrs Aimee Peacock, Y7 TA



Mrs Sally Ryder, Y7 TA

Mrs Rita Zahi, Y8 TA

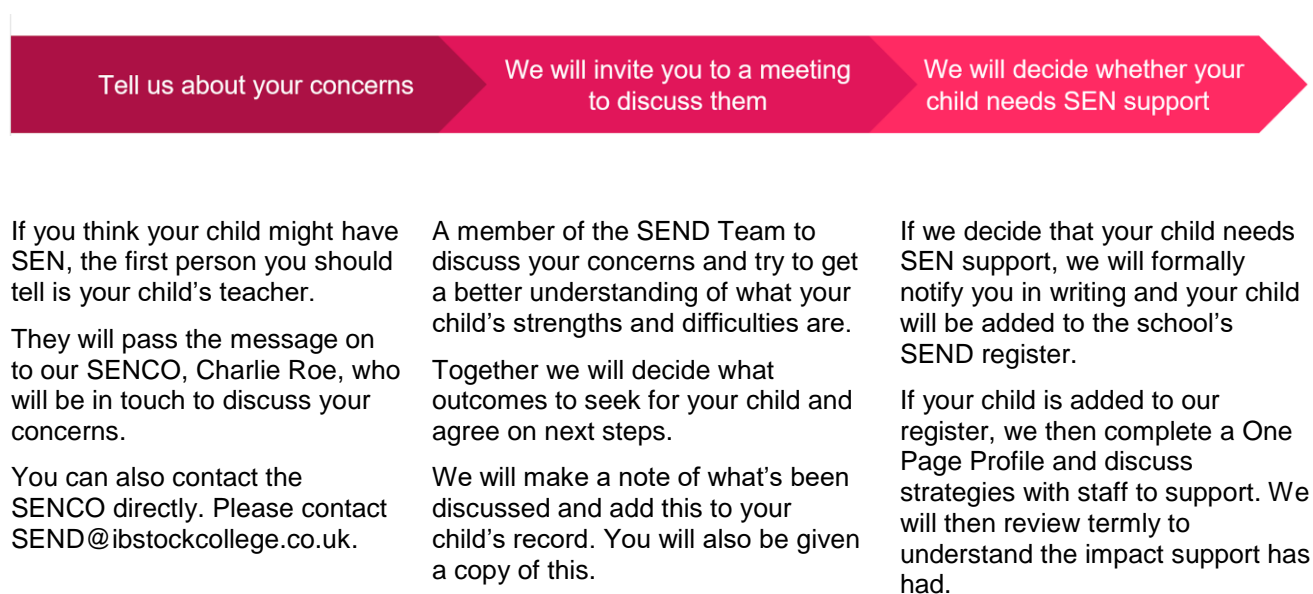
Mrs Charlotte Chesters, Y7
an 8 TA

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Autism Outreach Team
- ADHD Solutions
- Speech and Language Therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- SENA
- SENDIASS

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

The school uses appropriate screening and assessment tools to provide us with robust data about each student's current ability across subject areas. Data may also be gathered using various means e.g. The SEND Code of Practice (2015) defines a child has having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Information from parents, rigorous student tracking systems, teacher observations and information from previous settings and ongoing teacher assessment.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

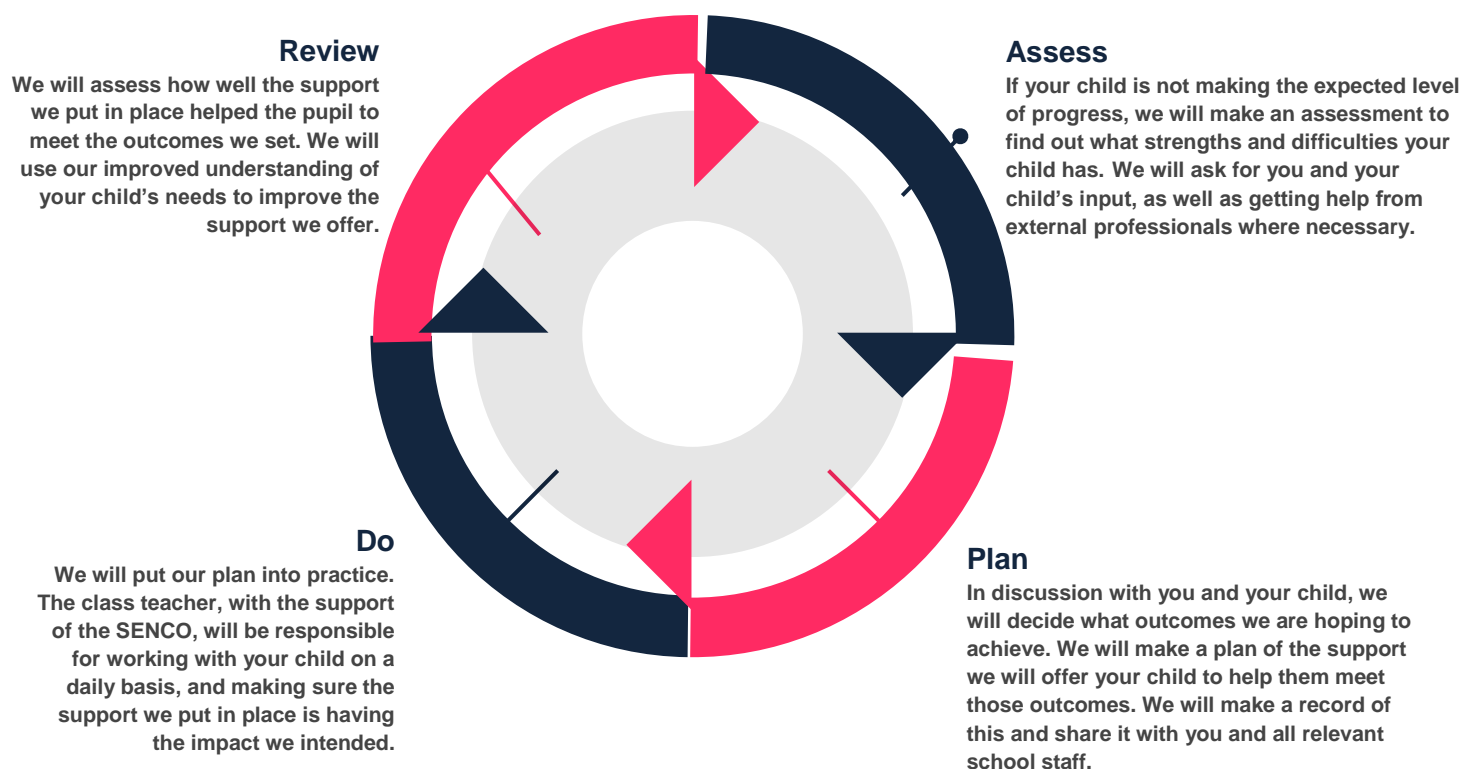
- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

5. How will the school measure my child's progress?

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

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Ibstock School values the contribution of information from parents. In addition to parents' evenings, where the progress and attainment of pupils is discussed, SEND progress and achievement is reviewed at regular points throughout the year. A settling in evening for Year 7 is also offered early in the first term and parents are encouraged to attend. One Page Profiles are shared with parents and we encourage adaptations to the information/ strategies provided.

Parents are able to ask questions and find out information through various means:

- Initial support from the individual class teacher and form tutor.
- Liaison with the SENCo.
- Access to support from the SEND and Pastoral teams in school.
- Meetings around the family meetings (MAF) are held to offer support where necessary.
- Pre- transition meetings to ensure smooth entry to Ibstock and aid transition from feeder schools and to alternative Key Stage Four and Five settings, when appropriate.
- Parents are encouraged to download the 'Arbor' App which offers a wealth of information about school and access to contact details for key members of staff/ local services.
- The SEND Team contribute to newsletters and other information points across the school year.

7. How will my child be involved in decisions made about their education?

Pupils are consulted and their views are sought whilst at Ibstock School. We ensure that all students, but particularly those with SEND, are asked about their own strengths and areas for development.

Each student contributes to their One Page Profile which is then shared with all staff who work at Ibstock School. This is regularly updated following reviews with both the student and their parents. Students are invited to discuss their progress with members of the SEND Team and alterations to reasonable adjustments made wherever possible.

Students are encouraged to use SharePoint online platform alongside parents to share in their academic and pastoral success.

Students with SEND are encouraged to have a voice on the student council and to take young leadership roles across the school.

8. How will the school adapt its teaching for my child?

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

Where a student is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place.

We aim to provide a graduated response to match each student's level of need. At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills. Parents/carers are involved in decision making and are kept fully informed of the recommendations, actions and interventions at all stages, by telephone consultations, electronic communication and through meetings (including scheduled parents'/carers' evenings). A copy of the One Page Profile is made available to all staff, linked to the school system.

The Ibstock School approach to SEND, once identified, is graduated broadly as follows:

Tier 1 (Universal) : Reasonable classroom adjustments for students with recognised SEND which follows recommendations from outside agencies, assessments and examples of good practice.

Tier 2 (Targeted) : Small group interventions to target key skill areas in specific aspects.

Tier 3 (Specialist) : Support lessons for specific learning needs to suit the needs of the students, based on information gained through assessment data and class performance.

Teachers and Teaching Assistants are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact. SEND meetings for pupils with EHC plans are held regularly to assess progress towards outcomes.

We offer a range of provision in school to support SEND needs:

Curriculum support:

Adaptation of learning in class by the class teacher through quality first teaching.

Reasonable adjustments as required to support access to the curriculum.

Specialist advice and support from external agencies including Educational Psychologists.

English as an Additional Language (EAL) where this overlaps with special needs.

Communication and interaction difficulties:

Speech and language therapy support (SaLT).

Social skills groups.

Autism Outreach Team involvement

Hearing Impaired service

Visually Impaired service

Behaviour and emotional support:

Transition and review meetings between school and parents.

Liaison with Children and Family Wellbeing Service.

IGNITE Inclusion Partnership (National Forest Hub: LiFE MAT).

Links with CAMHS, Community Paediatricians etc.

Meetings with Deputy Head, Pastoral Managers and other designated staff for parents to support behaviour management at home and school.

Training for physical restraint offered to all Pastoral Team.

Referral to the School Nurse (Teen Health) and other outside agencies as appropriate.

Physical support:

Adaptation of the school building to facilitate access to the school buildings

Risk assessments are completed.

Health Care Plans.

Emergency evacuation plan.

Physiotherapist/ Occupational therapy advice and support where appropriate

Evac chair training, moving and handling and feeding training is available for staff who require this to meet the needs of students with specialised needs.

Internal

- Wheelchair access to almost all internal areas
 - Hazard lines painted on stairs where required
 - Toilets and shower facility available for disabled pupils and adults
 - Specialist resources are sourced to support specific need as they occur (e.g. Physiotherapy bed, wheelchair, walking frames, adapted toilet seats)
 - Grab handles installed in disabled toilets
 - Lift access to all floors of the school
 - Blinds/ curtains on all classroom windows
- External
- Wheelchair access to most areas
 - Kerbs lowered to facilitate access to the building where possible.
 - Single level paths around outside of building
 - Many classrooms are wheelchair accessible.

9. How the school evaluates the effectiveness of its provision for SEN pupils

Ibstock's SEND Policy works alongside and in conjunction with Disability Accessibility Policy, The Local Offer offered by Leicestershire Local Authority and various other school policies namely The Attendance Policy, The Pupil Premium Policy, The Behaviour Policy, The Supporting Students with Medical Needs Policy and is embedded in the Teaching and Learning Framework of the school. The following policies are available for viewing on the website:

- SEND Policy
- Teaching and Learning Policy
- Anti-bullying Policy
- Health and Safety Policy
- Child Protection Policy
- Accessibility Policy
- Attendance Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy

The SENCo attends regular meetings with the senior leadership team to monitor and evaluate the overall effectiveness of SEND provision. Quantitative data is discussed and all SEND students are monitored and tracked using school assessment and reporting procedures. Where students are not making progress, additional provision is discussed and agreed.

The SENCo uses a provision map to track the additional and alternative provision provided to individual SEND students throughout their time at Ibstock. This is reviewed at key points in the academic year to ensure that intervention is timely, appropriate and effective.

Qualitative data is taken in the form of feedback from parents/ carers and students over their time at Ibstock.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s) to Berlin, Belgium, Paris and the Ski Trip.

All pupils are encouraged to take part in Sports Day, Pride Festival, Sports Leaders, Winter/Summer Concerts and any additional workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school support pupils with disabilities?

Here at Ibstock we work tirelessly to ensure that our curriculum provision and building are accessible to our disabled learners.

- We strive for our building to be inclusive to all of our pupils with disabilities and we ensure no pupil is disadvantaged in their curriculum access due to a physical disability. To ensure this, we have lifts in our Maths block and Leisure Centre. Where ramps/lifts have not been installed, there are alternative classrooms for the subject to be taught to ensure students are treated fairly. Further to this, we have had a new disabled toilet fitted for this academic year with a changing space, lockers and fitted hoist. The toilet is designed to support self-cleaning and railings are available to support independence.
- We contact relevant services for support such as Occupational Therapists and Physical Therapists to support in adapting the site and provision for students with disabilities.
- In line with the MAT wide 'It's Not Ok' campaign, all discriminatory language is reported and sanctioned in accordance with school policy.
- All of our students have access to the same variety of curriculum, regardless of identified need. Staff work hard to ensure that lessons are adapted and scaffolded to support the range of learners they work with.
- Select students may be offered targeted intervention if they are not making adequate progress in school. These will be identified by classroom teachers and completed as part of the whole school graduated response.
- Our school environment is adapted to meet the needs of pupils, as required and where reasonably possible. This includes ramps, elevators, disabled toilet and changing facilities.
- Our school uses a range of communication methods to ensure information is accessible. This includes, internal signage, large print resources, text/email/social media updates and large print resources.
- Our full accessibility plan can be found at: <https://www.ibstockschool.co.uk/policies/accessibility-policy->

13. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to answer student voice surveys
- Pupils with SEN are encouraged to join groups such as Pride Council when they feel this is appropriate
- Pupils with SEN are able to access the Hive during every social time to spend time with TAs and their peers.
- We provide extra nurture support for our SEN pupils when needs are identified.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by adhering to our anti-bullying policy that has been created in line with the LiFE MAT It's Not Ok Campaign. For our full policy please see our website.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

There are transition meetings between each phase. These are attended by the SENCo and other members of the pastoral team at Ibstock. Meetings around the Family meetings will also be held if required.

The most vulnerable SEND students are invited to take part in additional transition activities bespoke to that student as required. Parents are invited to a welcome evening to discuss transition and share any concerns at the end of the summer term prior to transfer.

Parents of Year 6 students are encouraged to attend the Open Evening held in September each year and to attend the Welcome Evening with their child. The SENCo is in attendance on these occasions to answer questions and arrange follow up appointments where necessary.

If a student chooses to move to an alternative setting for Key Stage 4/5, the receiving SENCo is invited to attend all transition meetings. Detailed records of needs and support work completed are passed on. SEND students are offered support with option choices for GCSE/ A-Level courses and additional visits to meet key staff at their receiving school. The SENCo from Ibstock also supports meetings between parents and the receiving SENCo when requested.

SENcos from all schools and parents work closely with outside agencies to ensure that a smooth transition of specialist support (AOT, VI, HI etc.) is completed. The SENCo works with parents and feeder schools prior to entry to ensure that students with SEN are placed in appropriate form/ teaching groups.

15. What support is in place for looked-after and previously looked-after children with SEN?



Ms Marianne Clements will work with Mrs Charlie Roe, our SENCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a

personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

Any complaints or concerns are encouraged to be talked through with the SENCo or Head Teacher. The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families of children who attend the school.

If, at any time, a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible. It is hoped that most concerns will be settled amicably at this stage.

However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure. A copy can be downloaded from the school website.

The name and contact details of the SEND coordinator.

SENCo: Mrs Charlie Roe
01530260705
SEND@ibstockcollege.co.uk

Our SEND governor is Mick Mason who can be contacted through the school office.

17. Information on where the local authority's local offer is published.

The SEND Local Offer aims to provide information about how we support our pupils who have SEND and disabilities to reach their full potential. The school local offer should be read in conjunction with the Leicestershire Local SEND Offer which is also available to view on the school website.

Our Local Offer is not an exhaustive list of strategies and resources as these will alter over time to match the needs of our learners and their families. Ibstock continues to strive for excellence for all pupils including those with SEND.

A copy of the Leicestershire Local Offer is available on the school's website and can be found at www.leicestershire.gov.uk/local-offer

- Ibstock staff can put you in touch with agencies such as the Children and Family Wellbeing Service if you feel you would benefit from support at home with your child
- For further independent support and advice please contact SENDIAS 0116 305 5614 sendias@leics.gov.uk which is a free service who can guide you through any questions or concerns you may have regarding any aspect of the SEND Code of Practice and supporting SEND students at school.

18. Glossary

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

