Special educational needs (SEN) Information Report				
DOCUMENT INFORMATION – FRONT SHEET				
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Dear parents and carers,

The aim of this information report is to explain how Ibstock School implements its SEND policy. In other words, we want to show you how SEND support works in our school. Our Special Educational Needs and Disabilities (SEND) policy aims to ensure that our school fully implements national legislation and guidance regarding pupils with SEND, provides pupils with SEND access to all aspects of school life, helps them fulfil their aspirations and achieve their best. For secondary schools like Ibstock, this also includes helping pupils with SEND make a successful transition into adulthood. We also aim to communicate effectively with pupils with SEND and their parents or carers, involving them in discussions and decisions about support and provision, and ensure our SEND policy is understood and implemented consistently by all staff.

If you want to know more about our arrangements for SEND, you can find our SEND policy on our website: https://ibstockschool.co.uk/content/policy-docs.php

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. This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation such as the Children and Families Act 2014 and the Equality Act 2010.

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

Our school provides for pupils with special educational needs (SEN), which means they have a learning difficulty or disability requiring special educational provision different from or additional to what is normally available to pupils of the same age.

The needs of pupils with SEN are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Our school provides for pupils with the following needs:

• **Communication and interaction:** This includes children and young people with speech, language, and communication needs (SLCN) who have difficulty communicating with others. This area also includes pupils with Autism Spectrum Disorder (ASD), who may have needs across all areas, including particular sensory requirements.

• **Cognition and learning:** This covers a wide range of learning difficulties, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.

• **Social, emotional and mental health:** This includes a wide range of mental health difficulties such as anxiety, depression, eating disorders, and self-harm, as well as conditions like Attention Deficit Hyperactivity Disorder (ADHD) 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 entering her third year in the role but has worked as a Humanities teacher at Ibstock for 5 years. Mrs Roe is a qualified teacher.

She has also secured the NPQ SENCO.

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

SEND Assistant



Our SEND assistant is Mrs Sue Brown.

She has 2 years 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 with SEN. Our staff have received in-house training regarding quality first inclusive teaching and have access to an online Padlet populated with various training opportunities to support their understanding of how needs present. Ibstock School also has a running subscription with the National College, which offers staff a variety of training courses to enhance their SEN understanding. Mrs. Vicky Johnson, our Trust Director of SEND, has led staff training around exam access arrangements. Teachers are responsible and accountable for the progress and development of all pupils in their class.

Learning Mentor



We have a dedicated Learning Mentor, Mrs Kelly Deacon who has 4 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 11 TAs. Our TA team support children in lesson, run a host of interventions and ensure our students have access to the Hive during unstructured time. Our TA team are based primary by Year 11 group and for the academic year 2025-2026 it is as follows:

Year 11

Mrs Clair Pegg

Mrs Heather O'Farrell

Year 9

Mrs Sally Ryder

Mrs Rita Zahi

Year 7

Mrs Natalie Nurse

Year 10

Mrs Mandy Poole

Mrs Claire Harvey

Year 8

Mrs Teresa Beniston

Mrs Caroline Warlow

Forest School Leader

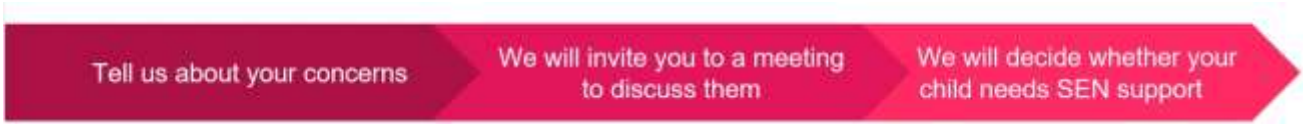
Miss Aimee Bancroft

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 Affinity
- 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
- Oakfield Short Stay School
- SENA
- SENDIASS

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



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCo, Charlie Roe, who will be in touch to discuss your concerns.

You can also contact the SEND team directly. Please contact SEND@ibstockschool.co.uk.

A member of the SEND Team will contact you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

If your child is added to our register, we then complete a One Page Profile and discuss strategies with staff to support. We will then review termly to understand the impact support has had.

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

The school uses appropriate screening and assessment tools to provide robust data about each student's current ability across subject areas. A child is defined as having SEN where their learning difficulty or disability requires special educational provision, meaning 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 are also gathered.

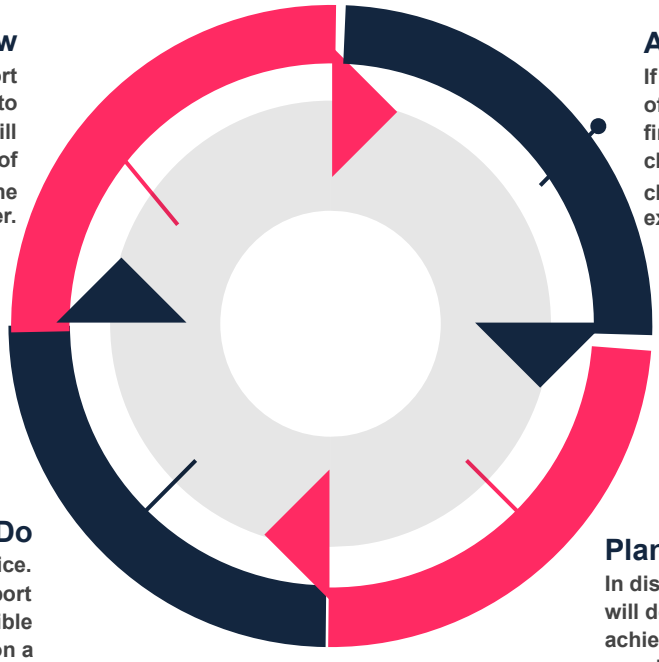
Class teachers make regular assessments of progress for all students and identify those whose progress:

- 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.

This may include progress in areas other than attainment, such as wider development or social needs. If progress does not improve with targeted high-quality teaching, the teacher will discuss with the SENCO whether this lack of progress may be due to a special educational need. Slow progress and low attainment do not automatically mean a pupil has SEN. Potential short-term causes like bullying or bereavement will be considered, and particular care is taken when identifying SEN for pupils whose first language is not English.

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

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



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

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. Parents and carers are placed at the heart of all decisions about special educational provision. In addition to parents' evenings, where progress and attainment are discussed, SEND progress and achievement are 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 help 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 contributes to newsletters and other information points across the school year.

We formally notify parents when it is decided that a pupil will receive special educational provision. Parents are invited to meetings to review the provision in place for their child and are asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs. We listen to parents' concerns and agree on their aspirations for the pupil, taking their views into account in any decisions. An annual report on the pupil's progress is also provided.

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.

We encourage our pupils to contribute to their own 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 Arbor online platform alongside parents to share in their academic and pastoral success.

Students with SEND are encouraged to have a voice 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, following recommendations from outside agencies, assessments, and examples of good practice. This aligns with the principle that high-quality teaching, adapted for individual pupils, is the first step.

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

Tier 3 (Specialist): Support in 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.

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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 tracks 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?

Ibstock School is committed to providing pupils with SEND access to all aspects of school life so they can engage in activities alongside pupils who do not have SEND. This is achieved by making reasonable adjustments to teaching, the curriculum, and the school environment. 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 make sure the admissions process is fair for pupils with SEN or a disability?

Ibstock School strives to ensure that its curriculum provision and building are accessible to all disabled learners. The school is committed to inclusion and equal opportunities, offering all pupils the chance to thrive and fulfill their aspirations.

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

• Must consider applications from parents of children who have SEN but do not have an EHC plan based on the school's published admissions criteria as part of normal admissions procedures.

• Must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs.

• Must not refuse to admit a child on the grounds that they do not have an EHC plan.

All discriminatory language is reported and sanctioned in accordance with school policy, in line with the MAT wide 'It's Not Ok' campaign.

13. 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 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 a disabled toilet fitted 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-

14. 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 antibullying policy that has been created in line with the LiFE MAT It’s Not Ok Campaign. For our full policy please see our website.

15. 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 SENDCo 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.

SENDCos 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.

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

Mrs Ailsa Pape, Deputy Head and DSL, 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.

17. 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.

SENDCo: Mrs Charlie Roe
01530260705
SEND@ibstockschool.co.uk

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

18. 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 sendiass@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.

19. 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