

S.E.N.D Information Report 2024/5

Document History – reviewed annually.	Date
For discussion/approval by curriculum committee	Jan 2020
For discussion/approval by curriculum committee	March 2020
For ratification by Full Governing Body	Jan 2021
Due for update	March 2021
Updated for Curriculum Committee	Feb 2022
Updated for Curriculum Committee	Sept 2022
Updated for Curriculum Committee	Dec 2023
Approved by Governors	Feb 24

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Terminology

For efficiency, where the parent is used in this document, it means anyone who has parental responsibility to care for the child and is acting 'in loco parentis'. This includes carers and other family members.

About the school.

Ivybridge Primary School is an all through primary school, teaching pupils from nursery to year 6. We are proud of our diversity, with over 90% of our pupils having English as an additional language. Approximately 20% of our pupils have additional or special educational needs.

We have a strong commitment to inclusive practice. This means we use our best endeavours to provide equal access to a full, aspirational and balanced curriculum for all pupils, regardless of their needs. We assess a child's strengths and abilities and work with them to ensure they have a broad and balanced curriculum as well as support for their needs and differences.

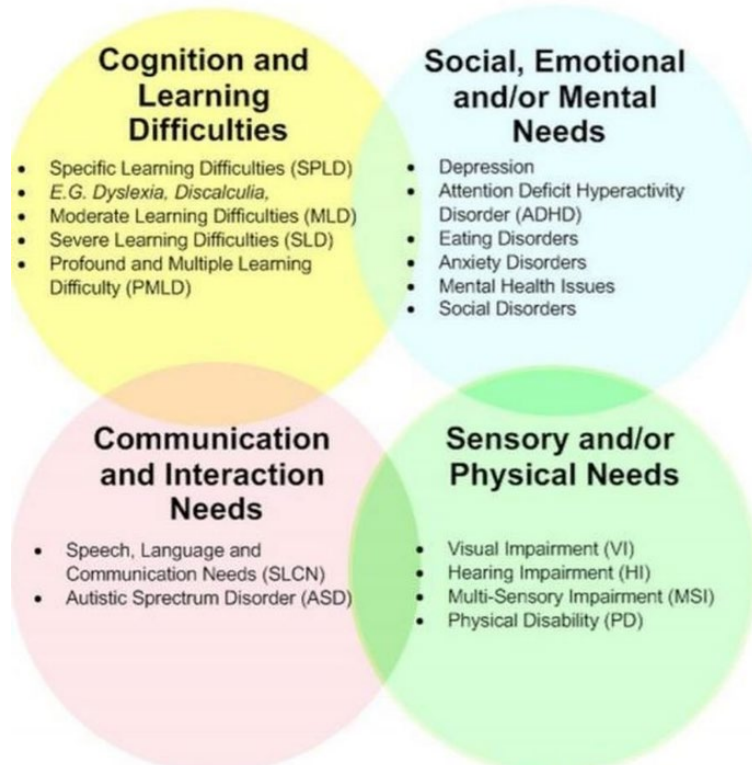
Staff responsible for SEND

Role	Who	Contact
The SENCO	Mrs Shaheena Yusuf	Via the school office
SEN Governor (Assistant and Chair of Governors)	Mrs Irene Bowles	Via the school office
The Headteacher	Mrs Jo Hilton	Via the school office

The SEN Code of Practice 2014 and Relevant Legislation

The SEN Code of Practice 2014 defines SEN as follows: a pupil has 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.**

It specifies **four main areas of special educational need** outlined in this diagram.



These needs can overlap. The school uses its best endeavours to meet any special or additional needs of its pupils.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

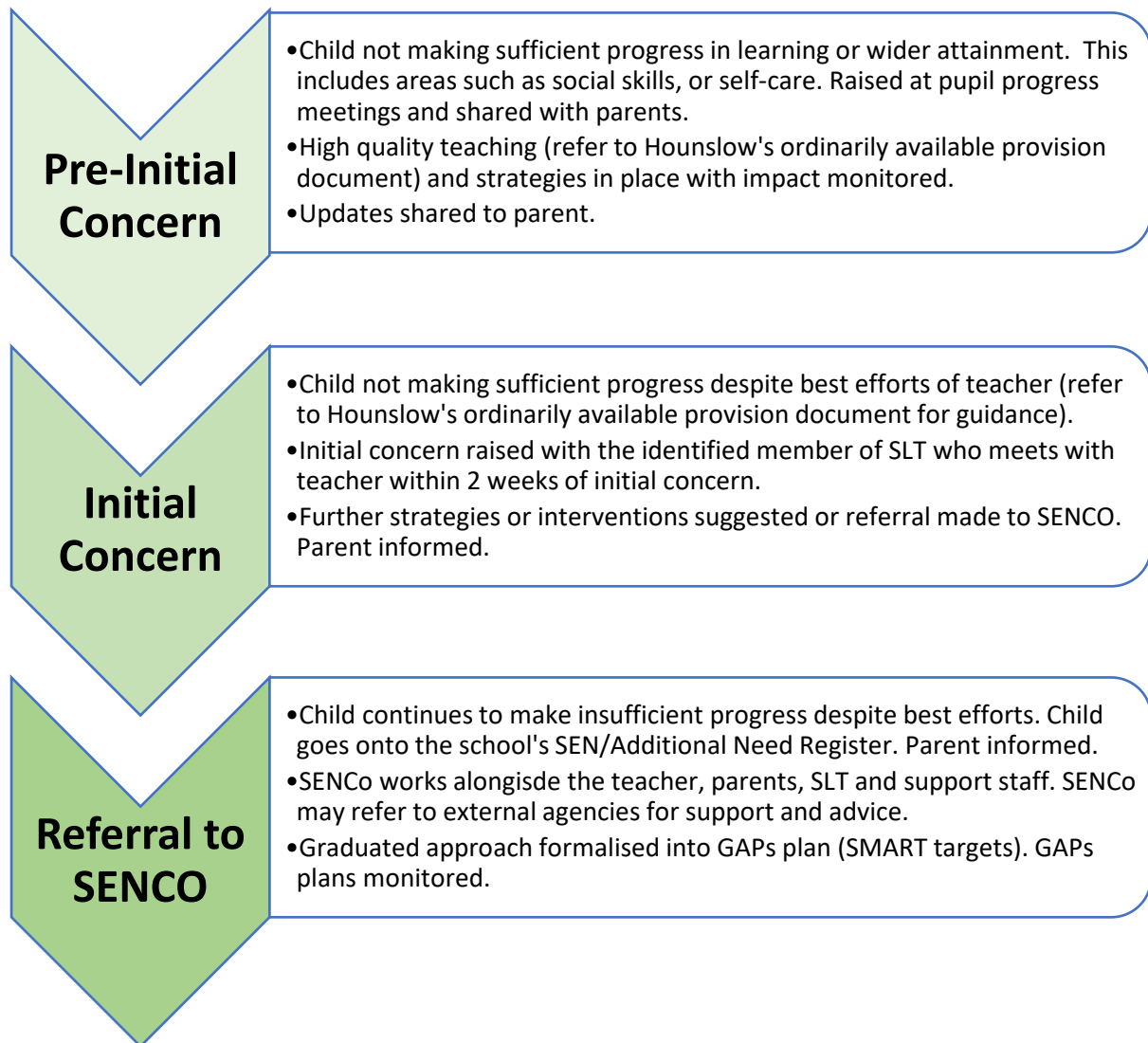
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

- The Equality Act 2010.

Assessment & Identification of SEN

All staff are responsible for raising concerns around SEN they might have about a pupil. The SENCO is available to all staff for support and advice. Where a teacher is concerned about a pupil and thinks that they may have SEN, they complete an Initial Concern Form. The initial concern process involves parents, the teacher, the SLT and the SENCO, where appropriate. This process ensures early support for pupils who are not making progress in learning or in wider developmental areas. The following diagram shows our identification process.

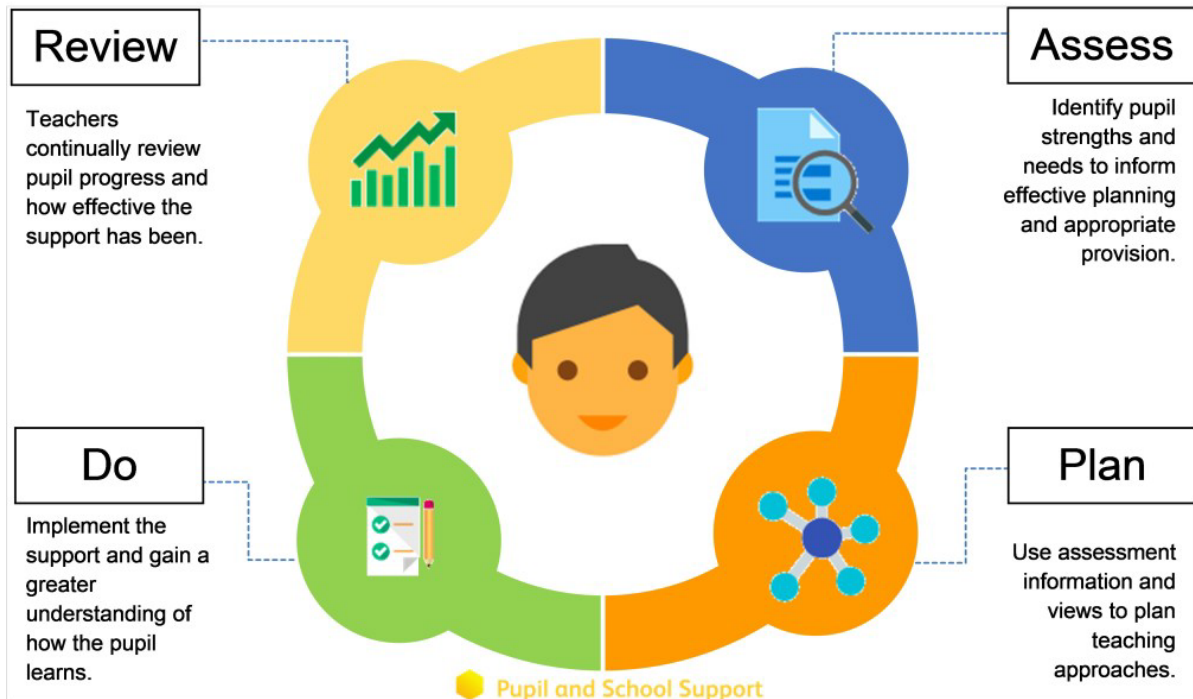


This process does not preclude anyone from seeking advice from the SENCO. This can be done at any time. The process is designed to support and promote early identification of needs, the use of high-quality teaching strategies, and the implementation of the graduated approach, so that children receive the right support at the right time (6.44 Sen Code of Practice).

Staff meet regularly to track pupil progress so that needs and differences can be identified early. The school's Assessment Policy outlines how children's progress is managed. Parents are involved early so that they know how their children are progressing. Children, where appropriate and possible, are fully involved in this process. They are encouraged to talk about their learning including what helps them and what they find difficult. Parents are encouraged to bring their children to parent consultation day every term.

The SEN/Additional Needs Register

If a child requires input outside of ordinarily available provision, this child is placed on the SEN/AN Register and recorded as needing SEN Support or having an EHCP if one has been issued by the local authority in which they live (see below for more information on each level of support). Action is taken to remove barriers to learning and put effective special educational provision in place. The school uses the graduated approach to manage SEN. This process has four clear steps – assess, plan, do and review.



SEN Support

High quality teaching and learning methods and strategies are in place and this will enable most pupils to access their learning. There will be a small number of pupils who may need additional support and we will seek, where necessary and with parental consent, to undertake further assessments or investigation, sometimes through involvement with our specialist service partners. We keep confidential records of this process. Some children will receive additional support in school through our own resources. We may also approach the local authority for additional funding from the Mainstream Inclusion Partnership.

Teachers, with advice and support from the SENCO, will use the graduated approach of assessing, planning, doing and reviewing to manage the child's learning and needs. They will set achievable and realistic targets and outcomes for children on SEN Support in January and June of each year. We call these GAPs plans. These will be reviewed and evaluated throughout the year through assessment for learning (at least every term). We will monitor the child's progress closely to ensure that the support they receive meets their needs. Parent involvement is sought and welcomed as we believe that it is through partnership, that we can best meet needs. Please see the parent partnership section for more information.

Education & Healthcare Plans (EHCPs)

Some children may require support that is beyond the means of the school and this may necessitate an application, again with parental consent and involvement, to the local authority for a statutory assessment of needs. This request can only be made once the school is satisfied it has done all it reasonably can to meet needs. This process, from the date of request, and if accepted, takes 20 weeks. This assessment is undertaken by the local authority. Once this assessment is complete, the local authority may decide to issue an **Education and Healthcare Plan (EHCP)**.

If an EHCP is issued, the school have a responsibility to use its best endeavours to work towards the outcomes outlined within. This plan may provide the school with additional resources, including funding, to help meet the child's needs. The school will allocate this funding to ensure the child's needs are met. Specialist equipment, including I.T may be funded through this, or the pupil may require the additional support of a teaching assistant or specialist teacher. The school may also need to fund and work with external partners such as Speech & Language Therapy, Occupational Health and the Educational Psychology Service.

We set targets and outcomes in January and June, as we do for children on SEN Support and again, these are continually evaluated and reviewed through assessment for learning. Every year, children with EHCPs have an annual review of their plan. The SENCO leads this process, gathering information from all professionals who are involved, as well as the pupil's family. We meet formally, to discuss the child's progress against outcomes. The paperwork is returned to the local authority. As with SEN Support, parent involvement is vital. This process works best when parents are fully involved. Please see the parent partnership section for more information.

If the school is able to continue to meet the child's needs, the pupil will remain in class and receive additional support as the plan outlines. If, despite the best endeavours of the school, the child's needs cannot be met, then specialist provision may be suggested. This will be in line with parent wishes.

Our Ethos

Provision for children with special educational needs and/or disabilities is led by our ethos of 'education for all'. We are guided by principles that encompass inclusivity and diversity. This means we do our best to provide a whole-school experience for all pupils. As a mainstream school, we make reasonable adjustments to our curriculum and environment to ensure that all pupils access a full, broad, balanced and aspirational curriculum. All teaching staff have responsibility for the teaching and learning of children with SEND.

School Provision

We have a strong focus on inclusive practice. This means children with SEN are taught by their teachers in their classrooms alongside their peers. Teachers use high quality teaching methods and strategies to ensure all pupils have equal access to the full curriculum. Where needed, some children may be taught in smaller groups for some lessons or input, or may have additional input from teachers, teaching assistants and therapy staff. Where the adjustments or resources necessary for a pupil are not reasonable for the school to provide or make, specialist provision may be required. Senior staff and phase leaders monitor the effectiveness of provision to ensure it is of high quality and is suitable.

Some examples of how the curriculum is adapted for pupils' needs and differences are:

- Use of visual timetables and visual resources to support pupil organisation;
- Low distraction classroom zones where children can work;

- Brain breaks throughout the day to support sensory regulation;
- 'Small step' learning through mini lessons;
- Explicit vocabulary teaching to support children's acquisition of language;
- Visual learning resources to support pupil in lessons;
- Use of IT in classrooms;
- Use of flexible grouping in class;
- Use of physical resources such as special dictionaries, word banks, sentence starters, large print texts, abridged texts, coloured/tinted paper and tinted reading windows;

Some pupils attending the school may have a high level of specific need as identified in their Education and Healthcare Plan (EHCP). To meet these needs, pupils may require specialist provision and teaching programmes which cannot always be delivered effectively within their mainstream class. This means they may spend time in dedicated learning spaces that are resourced specifically for them but please note that we will try to ensure, as far as is practically possible, that they continue to access the full curriculum on offer to their peers.

We have a sensory room equipped with a full range of equipment for children who need regular sensory input. We also have low-distraction spaces dedicated to learning in smaller groups when required.

We use our best endeavours to ensure that extra-curricular activities, clubs and trips are accessible to all pupils. Please speak with the SENCO if you wish to discuss your child's needs in regard to school trips, including our residential trip in Year 6.

We refer to Hounslow's Ordinarily Available Provision document to support us in ensuring we are using our best endeavours to meet SEN needs. Please note that this support is not exhaustive. This can be found at:

https://fsd.hounslow.gov.uk/synergyweb/local_offer/SEN_support_in_schools.aspx

Training & Staff Development

All teachers are teachers of children with special educational needs. They have the knowledge, skills and passion to provide for a range of SEN. The school provides weekly in-service training for teachers so that practice is current, evidence-informed and relevant. The school also holds regular in-service training days where training on specific areas of SEN is provided. New staff are given a full induction programme which includes an audit of skills and knowledge so that any needs can be provided for.

We have strong partnerships with local special schools, the local authority, and our specialist service providers. These will support us in providing specialist training on specific areas of need such as Autism, language delay and disorder, attachment disorder, A.D.H.D, Dyslexia, Dyspraxia, physical needs, hearing or visual impairments and social, emotional and mental health needs.

The Governing Body's role

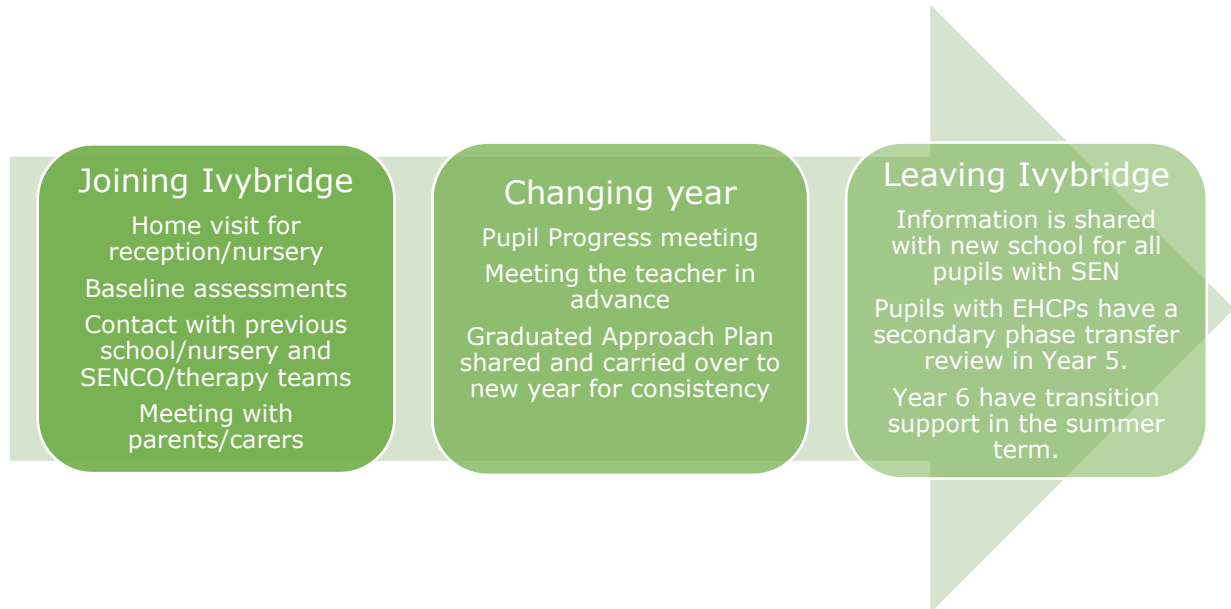
The governing body has a legal responsibility to ensure the school is well run and raises standards for all pupils, including those with SEND. We have an appointed SEN Governor, whose role it is to monitor support for pupils with special needs and the outcomes of the provision with the SENCO.

The Leadership team present information about pupil progress to Governors including that of pupils with special needs. The Governors' role is to check that the school's provision does meet the needs of all pupils. Governors visit the school regularly.

Transition Arrangements

We recognise that moving from one stage of education to the next needs careful management, particularly for children with SEN. The school ensures that this transition is managed carefully and sensitively, focussing on the child.

Some children may join our school at any point in their education, as well as those who first arrive in nursery or reception year. We strive to provide continuity and consistency for children who come from other schools or settings and those moving up to the next year in school or transitioning to secondary education. Children have the best chance of managing change when they are prepared for it. We ensure that information sharing is in line with GDPR legislation and is only shared on a need-to-know basis. The main actions are shown in the following diagram.



Parent Partnerships

We value the input and cooperation of our parent community and by working together, we can do the best for our pupils. Parents are fully involved in their child's learning and we ensure that strategies and outcomes are shared with parents so that children with SEND can progress in all areas. The school involves families at the earliest stage of concern.

Termly parent consultation meetings are held where parents are given the opportunity to discuss their child's learning and progress and information is shared. In addition, teaching staff and the SENCO are available to parents should they require advice and support. Some of the ways we work with families to support their child's needs are:

- Provision of personalised homework to support outcomes;
- Sharing of outcomes so parents can support their child at home;
- Sharing of advice and strategies from service partners;
- Personalised reward systems shared between school and home;

Parents may also be invited to information events held by the school or its service providers such as Speech & Language, or Educational Psychology. Useful strategies and information are shared so that parents feel better prepared to help and support their children.

Specialist Service Partnerships

The school commissions specialist services from external providers and also has contact with a number of organisations which provide support and advice for pupils with SEN. We commission speech and language therapy, occupational therapy, and Educational

Psychology. For some children, the school may have and maintain contact with Child and Adolescent Mental Health Service (CAMHS), the NHS, the SENSS team (for specialist advice on physical disabilities and needs) the local authority and special schools. The school will seek advice and support from its specialist service providers in a number of ways such as consultation services to support pupil needs, assessments for pupils or to meet training needs of staff.

Support for Wellbeing

The school prides itself on being a nurturing and supportive environment for the school community. Alongside support for children's learning needs, the school recognises and values the need to support emotional and mental wellbeing. The school provides support for children through trained Emotional Literacy Support Assistants (ELSA) and Drawing & Talking Therapy practitioners. We also provide a range of clubs and activities for children including break out spaces for quiet learning.

All staff are vigilant to changes in children that may indicate emotional and/or mental health needs. They know their duty to children's welfare and safeguarding, and raise concerns immediately. The school's Designated Safeguarding Lead is Mrs Jo Hilton. Senior staff ensure that staff actions are in line with the school's Behaviour and Safeguarding policies.

Accessibility

Ivybridge Primary is all on one level, with wide door access. There are disabled toilets, shower area and changing facilities. We use adapted equipment, when needed, whenever possible. You can find our Accessibility Plan and Equality Objectives on our website.

Admissions

Admissions are managed by the London Borough of Hounslow. This includes in-year admissions. This is a link to the primary admissions page:

https://www.hounslow.gov.uk/info/20028/primary_admissions

We welcome visits to our school. Should you wish to visit, please contact the school office. If you would like to discuss your child's needs with the SENCO, please contact the school office to make an appointment.

Complaints

Should you be dissatisfied with any aspect of the school's SEN provision, please contact with SENCO or the headteacher in the first instance. We aim to resolve issues quickly. If you are not happy with the outcomes from this process, please refer to the school's Complaints Policy available on the website.

Contacts and Further Information including the Local Offer

In addition to the school contacts listed on page 2 of this document, parents may also find the following contact information useful.

LONDON BOROUGH OF HOUNSLOW LOCAL OFFER

https://fsd.hounslow.gov.uk/synergyweb/local_offer/

London Borough of Hounslow SEN Service: 020 8583 2672 or
email: sen@hounslow.gov.uk

SENDIASS (Hounslow): Telephone 020 8583 2607 Email SENDIASS@hounslow.gov.uk

Hounslow Parent Carers Forum: <https://www.hounslowpcf.co.uk/>

Council for Disabled Children: <https://councilfordisabledchildren.org.uk/>