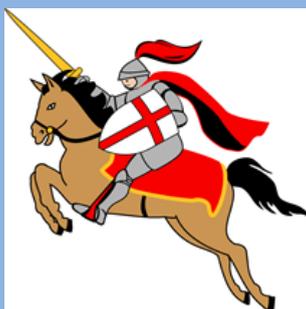


Conisbrough Ivanhoe Primary Academy



SEN INFORMATION REPORT 2017-18

Since 1st September, 2014, Local Authorities are required to set out the services they offer to support children from 0 to 25 with Special Educational Needs and/or Disabilities (SEND) on their websites under their **Local Offer**. This SEN Information Report sets out the support Conisbrough Ivanhoe Primary Academy can offer.

TYPES OF NEED AND IDENTIFICATION OF NEED

How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

*Every child at Ivanhoe receives **quality first teaching**, which means that teachers build on what children already know, teach using a variety of learning styles, and have high expectations for each pupil to reach their full potential. Teachers at Ivanhoe constantly assess children through robust assessment for learning systems, which enable them to identify and address every child's individual needs. Sometimes a child's needs are different to those of their peers, or they need something in addition to what quality first teaching provides. In these cases, the class teacher will discuss their needs with their parents, and consult the SENCo where necessary. Support to meet the child's needs will then be planned, which may entail writing an SEN Support Plan, so that everyone involved shares their views and knows precisely how they can help to support the child. SEN Support Plans follow the graduated approach of Assess, Plan, Do, Review. Targets set on these will be reviewed with parents at least three times each year. Should any child need further support, then an application for statutory assessment and Education, Health and Care Plan will*

be discussed with the Local Authority and specialists as appropriate.

At Ivanhoe Primary Academy, we provide support for children with speech, language and communication needs, moderate and specific learning difficulties, social, emotional and mental health difficulties, as well as children with physical or sensory needs. Parents are always welcome to discuss their child's needs, either with the class teacher or the SENCo. Our door is always open!

Does school have any specialist provision?

All teachers are teachers of children with Special Educational Needs and/or Disabilities. Our team is further strengthened by specialist teachers in mathematics and specific learning difficulties and two members of staff hold Cygnet Practitioners qualifications to support children with autism.

PROVISION, SUPPORT AND MONITORING

How will the school staff support my child?

We are very fortunate at Ivanhoe Primary Academy to have a well-qualified Learning Support Assistant (LSA) in every class. LSAs support children in their learning in class every morning, and help the teacher to identify children's difficulties and barriers to learning. They deliver intervention programmes in the afternoons and also work with children either individually or in small groups to meet any needs identified in morning lessons and consolidate learning. LSAs also work alongside the teacher on the targets of children with SEN Support Plans. The LSAs' line manager is the SENCo.

Children who have social and emotional difficulties are given additional support by the Parent Support Officer on a one-to-one or small group basis, and are also welcomed into our Nurture Groups, which support children where necessary and enable them to interact and play in an appropriate and safe manner at playtimes.

The progress of all children is tracked continuously, with teachers holding termly progress meetings with the Assessment Co-ordinators and SENCo. In addition to this, the value and effectiveness of support and intervention programmes is analysed every half term - if something is not working as well as it could be, it is amended to be as effective as possible. SEN Support Plans

follow the graduated approach of Assess, Plan, Do, Review. Reviews will be held at least once each term, and parents and children will be invited to share their views.

The views of children working on intervention programmes and in our Nurture Groups are also sought to ensure that the child is happy, learning and finding the experience valuable.

The whole process is overseen by the governor for SEND.

CURRICULUM AND LEARNING ENVIRONMENT

How will the curriculum and learning environment be matched to my child's needs?

Following the government's orders, the New Curriculum 2014 is taught to all children. In line with our aims and mission statement, Ivanhoe offers all children a broad, balanced and stimulating curriculum - creative and enriching learning in a safe, happy, secure and nurturing environment - in order to encourage children to believe, achieve and succeed. We believe that personal experiences greatly enrich children's lives and understanding, and therefore Ivanhoe provides a great number of subsidised educational visits and visitors to school each term in order to give our children a broader experience of all that life has to offer. We also believe that the learning environment is critical, and so amend our learning and shared areas to be as autism and dyslexia-friendly as possible as well as stimulating and celebratory.

All teachers at Ivanhoe Primary Academy are well aware of different learning styles. They know their children well and adapt their teaching to the style of learning that best suits their learners. Tasks are carefully differentiated in order that each child has every opportunity to achieve their full potential through appropriate challenge.

COMMUNICATION

How will both you and I know how my child is doing and how will you help me to support my child's learning? Will I get a report each year?

At Ivanhoe Primary Academy, parents are kept well informed about their children's progress. Teachers provide three reports each year, one per term, to

let parents know how well their children are doing both socially and academically against national expectations, and offer opportunities to meet at Parents' Evenings following the reports. SEN Support Plans will be discussed and agreed with parents and children, and outcomes will be reviewed and new targets set at Parents' Evenings wherever possible, or at a time to suit all. Parents and their children are warmly encouraged to attend appointments as it is vital that all are involved in the planning and reviewing process. Parents can, however, discuss their child's progress with their teacher at any time of the year and are very welcome to telephone the school to make an appointment.

Homework is based on the teaching each child has received in class and is designed to show parents the methodology behind the learning. Homework is accompanied by a weekly newsletter to keep parents informed of school activities, and there is a reply slip on the bottom for comments. Parents are always welcome to come into school and discuss ways to support their children and to attend any workshops on offer. Parents can also keep up to date through our school website.

Parents with communication difficulties are encouraged to work closely with school in order that information is shared in the most effective way.

WELL BEING

What support will there be for my child's overall wellbeing?

All children at Ivanhoe Primary Academy are supported socially and emotionally as well as having their academic needs met. The Safeguarding Team comprises Mrs Wild and Miss Denigan. Parents are encouraged to telephone or make an appointment to see any member of the Safeguarding Team to discuss matters of concern, and Miss Denigan is always available for parents to discuss any additional support needed at home.

All teachers, Learning Support Assistants and Midday Supervisors in school follow our Behaviour Policy in order to encourage thoughtfulness and respect and provide pastoral support where needed. We also have Nurture Groups at playtime for children who need further support and guidance at less structured times of the day in order to interact and play appropriately and safely, and children with social and emotional needs work in small groups or one-to-one with Miss Denigan. Children contribute to good behaviour at school by

deciding their own behaviour policy, and parents can contribute by supporting their children and the school policy should behaviour issues arise.

Should a child have a medical need, either long or short term, this should be discussed with Mrs Wild, Mrs Foster, Mrs Sutton or Miss Denigan, who will fill in an Individual Health Care Plan with the parent to ensure the child is kept safe and his/her needs are met.

SPECIALIST HELP

What specialist services and expertise are available at or accessed by the school?

Ivanhoe Primary Academy accesses a wide range of services through the Local Authority. These include Speech and Language Therapy, Occupational Therapy, Educational Psychologist and CAMHS support, Hearing Impairment and Visual Impairment Team, Autism team and School Nursing Team support. Family support at home can be accessed through Early Help. In-school expertise is strengthened by qualified specialist teachers in mathematics, specific learning difficulties and staff qualified to support children with autism. Governors are trained on Dashboard and attend a range of Governor Forums and training sessions.

TRAINING

What training are the staff supporting children with SEND had or are having?

All teachers, student teachers and Learning Support Assistants take part in annual in-house training updates in all SEND matters and more specific areas such as dyslexia, autism, physical disability and social and emotional needs. Teachers can also choose to attend external training.

INCLUSION

How will my child be included in activities outside the classroom including school trips?

All children will be included in all activities as long as it is safe for them and others to do so. Activities will be amended and personalised wherever possible so that all children have the opportunity to learn in different environments. Parents/carers will be fully involved to ensure safety and opportunity for their children and are very welcome to join their children on visits.

ACCESS

How accessible is the school with regard to both buildings and language?

Ivanhoe Primary Academy is fully wheelchair accessible, although access from the hall to the two classrooms at the bottom end of the Key Stage 1 wing is via an outside path. Children with hearing or visual impairments are supported in school through partnership with Local Authority specialist teams, and parents are strongly encouraged to discuss their child's individual needs. There is a disabled toilet and changing area in the reception area.

Our school is able to arrange translations of key documents through the Local Authority and Miss Denigan is trained to deliver the English as an Additional Language Intensive Programme. Equipment and facilities for children with SEND are paid for out of the school budget, and should any child on an Educational, Health and Care Plan need further equipment, the funding for such would be negotiated with the Local authority.

TRANSFER

How will the school prepare and support my child to join, or transfer to a new school?

Before a child attends Ivanhoe Primary Academy, they will have been invited to have a look around with their parents/carers and talk to members of staff and a member of the Leadership Team. Transition to the next key stage/next school is carefully planned for with several visits and information exchanges, so that children feel secure and confident to access the next step in their education. We have good links with all the secondary schools to whom our

pupils transfer and all are friendly and supportive. Additional visits and meetings are arranged as necessary in order that children and parents feel secure and confident in their transition.

RESOURCE

S

How are the school's resources allocated and matched to children's SENs?

We are very fortunate to have a Learning Support Assistant in every class at Ivanhoe Primary, and we have small classes wherever possible. Some of the funding for this invaluable resource comes from the SEN budget, some from Pupil Premium, and some from the global school budget. Any class with children with additional needs is assessed carefully and support provided to match the need.

DECISION MAKING

How is the decision made about what type and how much support my child will receive?

All teachers assess the needs of the children in their classes. If a child has needs which are different from or in addition to quality first teaching, these are discussed with parents and the SENCo, then an SEN Support plan is agreed and put into action to meet the child's needs. Should a child have significant additional needs, then professionals from the Educational Psychology Service, Health Care Team and Social Care Team will be consulted as necessary, and an application for an Education, Health and Care Plan (EHC Plan) may be required.

Parents are fully involved in the whole process, and the impact of any intervention will be analysed on a termly basis. Parents are kept informed of progress through three reports each year, and at the three Parents' Evenings offered, during which any SEN Support Plan will be reviewed. Teachers are always available to discuss any concerns as and when they arise. Any child on an EHC Plan will follow the statutory guidelines and an annual review with all professionals will be held in addition to regular reviews.

INVOLVEMENT

How are parents involved in the school? How can I be involved?

Parents are kept informed of school matters through weekly newsletters and our excellent website. We also hold three Parents' Evenings each year, when parents are strongly encouraged to make an appointment to discuss their child's progress and needs with their teacher. The SENCo is also available at Parents' Evenings, or at any other time, and parents are encouraged to telephone and/or make an appointment to discuss concerns. Parents are also encouraged to become part of school life – listening to readers, helping in the classroom, getting involved in fundraising or attending workshops. Parents are always encouraged to be involved in decision making for their children.

COMPLAINTS

If you feel you have a complaint, please discuss this in the first instance with the SENCo. If you feel the complaint has not been resolved, please arrange to meet the Head. If you still feel your complaint has not been resolved, please follow the procedure outlined in our Complaints Policy.

CONTACT INFORMATION AND LOCAL OFFER

Who can I contact for further information?

Please feel free to contact the school for further information on 01709 862307.

Mr Brian – Head Teacher

Mrs Wild - Deputy Head Teacher, SENCo,

*Designated Safeguarding Lead and
responsible for Looked After Children.*

*Miss Denigan - Parent Support Officer
and Deputy Safeguarding Lead*

Mr Dave Lee – SEND Governor

Mrs Foster - School Business Manager

Mrs Sutton - School Office Manager

Further information can also be found in our policies:

SEND Policy

Behaviour and Anti-bullying Policy

Inclusion Policy

Separated Parents Policy

Equality Policy

Managing Medicines in Schools Policy

Safeguarding Policy

Complaints Policy

Doncaster Local Authority's Local Offer is on their website

www.doncaster.gov.uk

Type *Local Offer* into the search box.