

What is The SEN Information Report?

- As part of the Children and Families Bill 2014, all schools are required to make available their local SEND (Special Educational Needs or Disability) offer to families. This details how they can support children and young people with a special educational need and/or a disability (SEND).
- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Definition of SEND

A child ...has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Code of Practice (April 2014)

Overview of the Ivy Lane School

- Ivy Lane is an above average sized primary school with approximately 320 children on roll in twelve classes.
- There are on average 27 children in each class (class sizes vary in each year group).
- More pupils are known to be eligible for the pupil premium than the average.
- 7 % of pupils have been identified as benefitting from special educational needs support
- Of these, 2% of pupils have a statement of special educational need.
- Due to the age of the school and nature of the site not all areas of the school are accessible to children with mobility impairments.

Curriculum

- How will the curriculum be matched to my child's needs?
 - Ivy Lane School ensures all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and quality first teaching. This includes children who are higher attainers or have a special educational need.
 - Some children may require more focused support, and additional adults may be used to provide support where appropriate. Children who are more able will be challenged through effective differentiation in class and a programme of gifted and talented in school and external workshops.
 - Some children who have a special educational need may require personalised targeted intervention to support their learning and enable them to access the curriculum.

- Who can I talk to, and how, if I am not happy with what or how my child is learning?
 - The first point of contact for parents or carers is always your child's class teacher.
 - Some parents and carers speak informally to teachers after the school day, or request a formal appointment.
 - Class teachers also hold formal Parent Evenings three times per academic year.
 - At the time of writing, the Special Educational Need Code of Practice is under review, and more details will follow in this area once it has been finalised.
 - Additional points of contact are:
 1. SENCo -Mrs L Phillips
 2. Pastoral manager - Mrs B Tottle
 3. Assistant Head (KS1) - Mrs D Burchett OR Deputy Head (KS2) - Mrs S Rafferty

- What is the level of support my child can get both in and out of the classroom?
 - The support your child receives will be tailored to their needs, through differentiated teaching, use of additional adults and personalised invention programmes, including a programme of gifted and talented in school and external workshops.

Training and Resources

- How are the school's resources allocated and matched to my child's needs?
 - Ivy Lane School considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching which matches children's needs.
 - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCo), and if appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers.

- What specialist services and expertise are available to my child?
 - As appropriate, Ivy Lane School is currently able to access external professional support, including:
 - Speech and Language Therapy
 - Occupational Therapy
 - Child and Adolescent Mental Health Service (CAHMS)
 - Educational Psychologists
 - Specialist Special Educational Needs Service (SENS) which includes:
 - Behaviour Support

- Learning Support
- Social Communication Needs
- Play Therapy
- Ethnic Minority Advisory Service (EMAS)
- Relate 'Time to Talk' Counselling Service for children
- Links with St. Nicolas School in Chippenham
- Links with a School Nurse
- Common Assessment Framework (CAF) compiled when necessary
- Access to parenting classes (through RISE and PPP)
- Link to RISE Pre-School and RISE Family Support
- As appropriate, Ivy Lane School has some staff specialising in:
 - Numbers Count
 - Reading Recovery
 - Pastoral Support
 - Talking Stories (Delivery of specialist Speech and Language support)
 - Forest Schools Activities
 - Team Teach
 - Mentor Me (Mentoring Service)
 - Other evidence-based intervention programmes
 - We strive to make all our classes as inclusive as possible, by developing systems and equipment that are designed to remove barriers to learning.
- What can I do if I am unhappy with the training and resources available to my child?
 - The first point of contact for parents or carers is always your child's class teacher.

Assessment and Review

- How is the decision made about what type and how much support my child will receive?
 - Ivy Lane School strives to identify any special educational need as early as possible in order to provide the appropriate support.
 - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCo), and where appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers, and remove any barriers to learning.
 - Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENCo and Inclusions Leader where appropriate.

- How are parents and young people involved in the assessment and review of needs?
 - At Ivy Lane School, children play an active part in target setting and reviewing their progress, along with parents and carers.
 - At both parents' evenings and SEN review meetings, parents are involved in the assessment and review of needs.

Communication

- How will the school keep me informed about my child's progress?
 - At Ivy Lane School, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate children's successes.
 - Parents are also able to find out about their child's progress through Parents' Evenings, SEN review meetings, Annual Reports, Reading Records, and both formal and informal discussions with your child's teacher and SENCo.
- How will the school keep me informed about issues and problems with my child at school?
 - Other than in exceptional circumstances, your child's class teacher will keep you informed through discussion in person, over the phone, or by letter, email or text.
- How will I know what the school's expectations are for my child's progress?
 - At Parents' Evenings and SEN review meetings, your child's teacher will inform you about your child's progress. Your child will also receive an Annual Report detailing their progress in each curriculum area.
- Who should I talk to if I have a concern about my child in school?
 - The first point of contact for parents or carers is always the class teacher.
 - Additional points of contact are:
 SENCo - Mrs L Phillips
 Pastoral Manager - Mrs B Tottle
 Assistant Head (KS1) - Mrs D Burchett OR Deputy Head (KS2) - Mrs S Rafferty
- How will my child's voice be heard?
 - Ivy Lane School prides itself on being a school that actively listens to all children and puts their needs as paramount in all that we do.
 - Your child will be involved in the setting and reviewing of targets.
 - Where agreed between professionals and parents, Ivy Lane School has access to a Mentoring Service and Relate 'Time to Talk' counselling service for some pupils.

Transition

- What are the transition arrangements from pre-school to Ivy Lane School, and from Ivy Lane School to a secondary school?
 - Ivy Lane School has very close links with a number of pre-schools in Chippenham, in particular, Happy Days Pre-School, New Road Nursery and Busy Bees Nursery.
 - Members of the Early Years (YR) team from Ivy Lane visit all of the local pre-schools settings prior to children starting their reception year, to promote a smooth transition.
 - Ivy Lane School has close links with each of the three secondary schools in Chippenham and work collaboratively with each school to ensure a smooth transition from the end of primary school to the beginning of secondary school.
 - We can arrange additional visits to each of the secondary schools for children with additional needs prior to them starting school.

- How could I arrange a visit before my child starts at the Ivy Lane?
 - Visits to the school are warmly welcomed. You will be given a personal tour of the school by the Headteacher or another member of our staff team.

Ivy Lane School July 2014