

**SPECIAL EDUCATIONAL NEEDS & DISABILITY**  
**The Ivybridge Community College Offer Updated September 2018**

The definition of Special Educational Needs (SEN) is: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream Colleges. Clause 20 Children and Families Act, June 2014

**The SEND Team comprises:**

A Director of SEND and Inclusion,  
A SENDCo (both teaching staff),  
4 Assistant SENDCos (non-teaching); one responsible for communication and interaction, cognition and learning, social emotional and mental health and physical and sensory students.

A team of Teaching Assistants (this number varies, depending on the number of students identified with high needs or with Education Health and Care Plans.) Allocation of Teaching Assistant support is done on a 'need' basis. We try not to allocate Teaching Assistants to individual students as we want to encourage the independence of our students.

**The SEND team works very closely with external services:**

Educational Psychology  
Advisory Teacher: Speech and Language.  
Advisory Teacher: Hearing  
Physical Impairment  
Child and Adolescent Mental Health Service (CAMHS)  
Educational Welfare Service (attendance)  
College Nurse  
Integrated Therapy Services, including Occupational Therapy and Physiotherapy  
Bereavement Counseling (Jeremiah's Journey)

**How does the College know if students need extra help?**

Through information gathered from the Primary schools during the Year 5 transfer reviews and the Year 6 EHCP reviews prior to the transfer to Ivybridge Community College.  
Cognitive Ability Tests (CATs) can be carried out in the autumn term of Year 7.  
Screening for reading and spelling beginning in the autumn term of Year 7.  
Observations in class  
Teacher feedback  
Parental concerns  
Student concerns  
Form Tutor and Head of Year concerns  
Concerns from other staff such as the Pastoral Team, Student Welfare Officer, Teaching Assistants.

## **What provision is there for students with special educational needs?**

Teaching staff will support students at a level appropriate to their needs through effective differentiation in the classroom, (Quality First Teaching). This is constantly reviewed as the child develops and makes progress.

Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example

Individual or small group literacy and numeracy programmes

Individual or small group social and emotional development programmes

Shared in-class support from a teaching assistant

Individual programmes to meet specific needs

A targetted programme of lunchtime and after College intervention groups for SEND students.

## **How will I know how my child is making progress?**

As a parent/carer you will receive:

Assessment point data 5 times per year on your child's flightpath.

Academic tutor evening - at these your child's My Plan will be reviewed by a member of the SEND Department.

Communication through the student planner

Information about rewards and sanctions via the Epraise parent app

In addition you may also be involved in:

Annual Review Meetings, if your child has an EHCP. Your views, and those of other external agencies, will be sought to complete the annual review of your child's progress and support with the EHCP.

Information from specific intervention programmes in end of year intervention reports.

At any time you may contact your child's Form Tutor or Assistant SENDCo for further information.

## **How will the curriculum be matched to my child's needs?**

This is done on an individual basis where the need is identified for a student to have a more personalised curriculum.

Most students follow the same curriculum as their peers, perhaps with minor adjustments.

Every SEND student at Ivybridge Community College benefits from 'Quality First Teaching'.

Teachers are expected to support students by differentiating the lesson content to meet the needs of all. Where students have complex needs, teachers are supported by the

SEND Team, with support from the assistant SENDcos and Teaching Assistants. In addition to our College 'Teach Like a Champion' teaching and learning focus, we also have a 'TA Like a Champion' vision for supporting our SEND students.

## **What support will there be for my child's overall well-being?**

All students are supported through the Pastoral System. Each student has a Form Tutor who takes them through the 5 or 7 years at Ivybridge Community College. Weekly meetings are led by the Assistant Principals, the Pastoral Team, Heads of Year and Tutors.

The SENDco and Assistant SENDCos are all attached to a Year Team and attend these meetings with a specific SEND focus. At these meetings students who are of concern for academic and/or emotional issues will be discussed and appropriate interventions

identified. These students are then carefully monitored. We adopt a graduated response

in all situations. Students with SEND may also have a Key Worker, who offers support with organisation, emotional needs and liaises with the SENDCo and Assistant SENDCos. The SEND Department also has a daily meeting where student's concerns are raised.

All students who are identified with concerns about their well-being will be offered appropriate interventions including:

Support from the College Nurse

Support from the Student Welfare Officer

Clubs

Rewards

Learning Inclusion Centre

Careers advice support from other agencies, as appropriate

SEND lunchtime clubs

### **Students with medical conditions:**

Students with specific health conditions will have an individual Health Care Plan.

Mrs Carol Lindsey, Assistant SENDCo, is responsible for Health Care Plans which will be drawn up in consultation with the SENDCo, parent/carers and other health professionals as necessary. This will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity.

### **Safeguarding:**

If we have any concerns that a student is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

The Designated Safeguarding Lead for Ivybridge Community College is Mr C Martin.

### **What training is available to staff supporting students with SEND?**

Training for teaching students with Special Educational Needs is considered essential. There is an on-going programme of whole College training in teaching and supporting students.

This training includes; whole staff inset on SEND, CPL pop ups for SEND, regular SEND top tips for teachers.

In addition, staff receive training in specific areas of SEND including:

Diabetic training

First Aid

Autism

ADHD

Dyslexia, Dyspraxia and Dyscalculia

### **How will my child be included in activities outside the classroom, including college trips?**

As stated in our College aims, we expect all children to participate in enrichment activities and we will endeavour to overcome any barriers to inclusion. If students require additional adults to help them access trips, a member of the SEND Team can accompany them.

### **How accessible is the College environment?**

All areas of the College site are accessible and, if necessary, we will adjust timetables to ensure children have full access to their curriculum.

### **How will the college support my child through transition, both to the College in Year 7 and from the college in Year 11?**

We gather a lot of information about your child from their Primary school, and any agencies involved, for the best possible preparation for them joining Ivybridge Community College. This is usually in Year 6, but when a child has more complex needs the process of transfer may begin earlier, sometimes even in Year 4. In addition to the usual induction days for all students, vulnerable students (not necessarily all children with SEN) are invited to additional transition days in the College to familiarise themselves with their new surroundings and to take part in a tailored transition programme.

As a College, Ivybridge Community College has an excellent Sixth Form and all students are supported to make the transition to study in Years 12 and 13. We also have links with all the Post 16 providers locally, and has a strong tradition of supporting students to find the most appropriate course for them.

As students progress through the College they are given a lot of support from the Careers Advisor, who will personalise support. All SEND students have a meeting with their Assistant SENDCo and parents/carers to support their transition onward from Year 11.

### **How is the decision made about how my child will receive support?**

The decision making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of high needs students discussed with parents at Annual Reviews. Where a student makes good progress, and bridges the gap, support may well be reduced, even to the extent of being taken off the SEN Register. When significant changes to provision occur, parents are automatically involved.

### **What should I do if I think my child may have Special Educational Needs?**

In the first instance contact the Director of SEND and Inclusion, Mrs Sally Banfield, or the Special Educational Needs and Disability Coordinator (Acting SENDCo) Mrs B Tyson, please contact [SEND@ivybridge.devon.sch.uk](mailto:SEND@ivybridge.devon.sch.uk).