

Ivybridge Community College SEND Information Report (SIR)

September 2023

If you would rather speak to a member of the SEND Team instead of reading this report, please do call us on 01752 691000

The type of special educational needs and disability (SEND for which provision is made at Ivybridge Community College.

There are four areas of need set out in the SEND Code of Practice (2015).

At Ivybridge Community College we have provision and experience for each of them:

- Communication and Interaction; e.g.
 - Speech, language and communication needs
 - Young people with Autistic Spectrum Disorder (ASD)/Autistic Spectrum Condition (ASC)
- Cognition and Learning; e.g.
 - Specific Learning Difficulties e.g. dyslexia, dyscalculia and dyspraxia
 - Moderate learning difficulties
 - Severe difficulties
 - Profound and multiple difficulties where children will have complex learning difficulties
- Social, Emotional and Mental Health; e.g.
 - Anxiety Disorder
 - Mental Health issues
 - Attachment Disorder
 - ADHD/ADD (Attention Deficit Hyperactive)
- Sensory and Physical; e.g.
 - Visual Impairment
 - Hearing Impairment
 - Physical Disability
 - Also, sensory relating to clothing, touch, sound and smells

Information about Ivybridge Community College's SEND Policy

The Special Educational Needs Code of Practice 2015 states that 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 them. A child of compulsory school age or a young person has a learning difficulty if:

(a) They have a significantly greater difficulty in learning than the majority of others of the same age;

or

(b) They have a disability which prevents or hinders them from making use of educational facilities of a kind, generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

High quality teaching that is adaptive and personalised to meet the individual needs of the majority of children and young people. Some children and young people need

educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

We use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality adaptive teaching and is compromised by anything less.

Our Vision:

Ivybridge Community College works beyond the expected, providing an exemplary wide and rich set of opportunities for all learners to develop their talents, interests and future self. We champion each and every learner ensuring equal access to high quality education. Everyone is expected to advance through the equality of opportunity, celebrating an inclusive environment that supports all young people and we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We monitor the progress of all students, and the continuous assessment implemented by staff ensures that progress is maximised.

Name and contact of the SENDCo and SEND leadership link

SENDCo: Abigail Newman (SENDCo's Qualifications; BSC (Hons); PGCE; National Award for SENDCO)

Assistant Principal - Inclusion: Claire Warne

Contact details: SEND@ivybridge.devon.sch.uk

The SENDCo reports to the Principal and WeST on a regular basis through the SLT Link Manager (Claire Warne) as well as through WeST SENDCo network meetings and reviews to inform them about the progress of students with SEND as well as to discuss success and areas for development.

Arrangements for consulting with parents of students with SEND

We value the voice and contributions that parents/carers can provide in supporting their child/young people. We make every effort to work collaboratively with parents/carers. Parents and carers are encouraged to work with the College and other professionals to ensure that their child/young person's needs are clearly identified and met as early as possible. Students and parents/carers are provided with Academic Reports three times each year. At each assessment point, students are given grades on their Effort, Conduct and Independent Learning. At each assessment point in Years 10, 11 and 13, and from the Spring Term in both Years 9 and 12, Fine Grade Predictions are also provided; these are professional predictions of where teachers think each child will be at the end of their course.

The progress checks are also monitored by the College Directors and the SENDCo as part of the access/plan/do/review graduated response cycle. Parents' Evening, SEND drop ins, Annual/Interim Review Meetings, Open Evenings and surveys provide opportunities for consultation. The SEND Department also has an open door policy and encourages regular dialogue with parents; in person, via email, or telephone.

All students on the SEND Register have an individual 'My Plan' which outlines the key support and adaptations that a teacher must do to support that individual child. Parent/Carers and students are asked to consult on this and review the content of this document at least three times a year, with at least one of these reviews being face to face either in person or via Teams.

How we support a parent/carer to share views/concerns and work with us?

The College values the parent and carer partnerships which are based on mutual respect and willingness to listen to each other's points of view. Concerns may be raised with tutors, pastoral leaders, College Directors, Subject Leaders, Assistant SENDCos, the SENDCo, Assistant Principal for Inclusion and the Leadership Team.

All students on the SEND Register have a designated member of the SEND Team who is their first point of contact.

Miss Morgan Hewings: mhewings@ivybridge.devon.sch.uk

Miss Chelsea Biddle: cbiddle@ivybridge.devon.sch.uk

Mrs Nicola Lowry: nlowrey@ivybridge.devon.sch.uk

Mrs Kimberley Luscombe: kluscombe@ivybridge.devon.sch.uk

You can also contact the SEND Team on 01752 691000 or via our centralised email account SEND@ivybridge.devon.sch.uk

Our SEND administrator Anna Thompson can also be contacted via athompson@ivybridge.devon.sch.uk

Concerns about academic or pastoral matters should be referred to the Pastoral Leaders or the College Directors for the specific Year Group.

	College Director	Pastoral Leader
Year 7	Thomas Brown	Lisa Setter
Year 8	Oliver Elliot-Smith	Karen Allen
Year 9	Nick Beard	Chris Liddicoat
Year 10	Matthew Kibler	Jade Tyrell
Year 11	Edward Willow	Taylor Wynn
Year 12 and 13	Kim Daniel	Sarah Street

We also have a dedicated Literacy Lead: Vicky Thornton, Deputy Principal, vthornton@ivybridge.devon.sch.uk who oversees literacy across the College as well as leading on literacy interventions with a dedicated team.

How we consult with the students and gain their views

It is highly important to gain the views of the students and we recognise the importance of this to support the best outcomes for the individual. Students are able to share their views in a number of different ways (appropriate to their age and ability).

Students' views are welcome at any time but we specifically seek them as part of our plan/do/assess/review process. All students on the SEND Register have a 'My Plan' and student voice is an important aspect of this to ensure that it helps to support their needs, which is then used by teachers to inform their teaching.

Students with SEND are encouraged to access our enrichment curriculum and to engage in our student voice. We welcome all students to support at a variety of events throughout the year.

Arrangements for assessing and reviewing progress towards outcomes

The SENDCo along with the Assistant SENDCos maintain the SEND Register and monitor any students who are on our monitoring list. To ensure that staff are aware of which students have a special educational need, the information is available on our College registration software as well as through Provision Mapping and ClassCharts. Each student on the SEND Register has a 'My Plan'. These are generally written by the

Assistant SENDCos and SENDCo along with consultation from previous schools, other professionals, College staff, parents/carers and the students themselves.

Students on the SEND Register will have either an Education Health Care Plan (E Code) or SEND need (K Code).

- E Code – Education, Health Care Plan (EHCP) – the needs of these students go beyond adaptive approaches and universal provision provided as part of high quality personalised teaching and may include appropriate evidence based interventions.
- K Code – SEND – the needs of these students are met through adaptive teaching approaches. Support may also include appropriate evidence based, time limited interventions.

Support for students with SEND is based on a graduated response; assess, plan, do, review. The My Plans and EHCP targets are reviewed three times a year.

What provision is there for students with special educational needs?

Teaching staff will support students at a level appropriate to their needs through effective Quality First Teaching according to their My Plan documents in the classroom. This is constantly reviewed as the child develops and makes progress.

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' (Page 99 SEND Code of Practice, 2015)

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 such as fresh start, and/or reciprocal reading.
- Individual or small group Social and Emotional Development programmes.
- Shared in-class support from a teaching assistant.
- Individual programmes to meet specific needs.
- A targeted programme of lunchtime and after College intervention groups for students with SEND.
- Year 7 additional Numeracy and Literacy timetabled for those not at ARE (Age Related Expectations) overseen by the College Director for Key Stage Transition, Caroline Johnson ccjohnson@ivybridge.devon.sch.uk

How will I know how my child is making progress?

As a parent/carer you will receive:

- Assessment point data three times per year for your child.
- Parents' Evening - at these your child's My Plan will be reviewed by a member of the SEND Department.
- Communication through the planner.
- Information about rewards and sanctions via Class Charts.
- Optional attendance at SEND drop ins.
- Discussions with the Assistant SENDCos during My Plan reviews.

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

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

All of our students follow a broad and balanced curriculum. Students can make choices about their options in Year 9. On rare occasion and in consultation with outside agencies, students can be offered a more bespoke option to support their individual needs. This is done on an individual basis where the need is identified for a student to have a more personalised curriculum.

The majority of students follow the same curriculum as their peers, perhaps with minor adjustments. Every student with SEND at Ivybridge Community College benefits from 'Quality First adaptive Teaching' which is supported by our CPD programme for all teaching staff. Teachers are expected to support students by adapting 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.

How will my child be included in activities outside the classroom, including College visits?

As stated in our College aims, we expect all children to participate in enrichment activities and we will endeavor to overcome any barriers to inclusion. If students require additional adults to help them access offsite visits, 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 each child from their primary school and any agencies involved, for the best possible preparation for students 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 in Year 4. In addition to the usual induction days for all students, vulnerable students (not necessarily all children with SEND) 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. If you would like more information regarding transition please contact our College Director for Key Stage Transition, Caroline Johnson: ccjohnson@ivybridge.devon.sch.uk

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 Post-16 providers locally, and have a strong tradition of supporting students to find the most appropriate course for them.

As students progress through the College, all are provided with regular careers guidance and in addition, one to one careers advice at Key Stage 4.

Students with medical conditions

Students with specific health conditions will have an individual Health Care Plan. Miss Hewings, 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 of paramount concern, over-riding concerns of staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

The Designated Safeguarding Leads (DSL) for Ivybridge Community College are Amy Pearce and Matt Anniss.

Attendance

Attendance is monitored closely in conjunction with the Pastoral Team as well as the Attendance Team, the Designated Safeguarding Lead for Attendance and the Education Welfare Officer (EWO) as low attendance impacts on progress.

The Assistant SENDCos and the SENDCo receive daily updates from the Attendance Team with regards to students' attendance and where necessary, specific support can be put in place.

Examination Access Arrangements (EAA)

All students' provision, including those with SEND, are regularly monitored through in-class assessments. We ask teaching staff to collate evidence where they feel there is a need for Examination Access Arrangements. JCQ have clear guidelines that Ivybridge Community College must follow. The College will provide the necessary evidence that any examination access arrangements put in place for final examinations are a student's normal way of working. Once we have this evidence, we will carry out appropriate assessments, in line with JCQ guidelines, to see if a student is eligible for the exam access arrangements and then we will apply accordingly.

JCQ guidelines:

"Picture of need"

4.2.4 Access arrangements should be processed at the start of the course. Schools, for example, should be able to process applications at the start of or during the first year of a two-year GCSE course having firmly established a picture of need and normal way of working during Years 7 to 9. However, in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course, access arrangements should be applied for as soon as is practicable. Centres must process applications as per Chapter 8, section 8.3 using Access arrangements online where required.

"Normal way of working evidence"

4.2.5 The arrangement(s) put in place must reflect the support given to the candidate in the centre†, for example:

- in the classroom (where appropriate);
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;
- in internal school tests/examinations;
- mock examinations.

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded within Part 1 of Form 8 by the SENDCo or the assessor working within the centre.

ARAA 2021-2022: Use of a scribe and extra time;

5.7.9 In cases where a candidate will be dictating to a scribe for the entire duration of the examination, 25% extra time should always be considered. The scribe will often require the candidate to repeat his/her dictation whilst he/she catches up and to ensure the candidate's response has been correctly recorded. There is not a requirement to process a separate application or show slow processing scores in order to award 25% extra time alongside a scribe. However, the SENDCo or the assessor working with the centre must explain the need for 25% extra time when using a scribe, for example through Part 1 of Form 8. When processing an application for a scribe using Access arrangements online the question 'Will the candidate be awarded 25% extra time on account of dictating to a scribe for the entire duration of the examination?' should be answered with a 'Yes'.

Arrangements for Transition Years

We recognise that even though a change of school, class or teacher can be exciting for most students, it can also be a very challenging time for some students with SEND. We endeavour to make sure these transitions are carefully planned and managed to provide support for students and reassurance to the families.

Year 6 into 7

- Early liaison with the feeder primary schools – The SENDCo or member of the Transition Team meet with the primary teacher and SENDCos to consult on provision that has been in place at primary school and how this could look within a secondary school setting. This also helps to build the basis for the student's 'My Plan'.
- Early involvement through EHCP Review Meetings in Year 6.
- Meetings or telephone consultations with parents/carers of Year 6 students with SEND where requested.
- Enhanced transition visits arranged for those identified by the primary schools.
- Whole Year Group transition visits.
- During the Year 6 Parents' Evening the SEND team are available to meet and consult with parents/carers.
- My Plans are sent out to the Year 6 parents before the students start in September to ensure they have been consulted on these.

Year 9 into 10 (Key Stage 3 into Key Stage 4)

GCSE Course subjects will be discussed to enable students and parents/carers to make appropriate choices. Some students with specific needs will have additional meetings

and consultations with one of the SEND Team along with parents/carers to help support and guide them in their decisions.

Year 11 into Post-16

All students with SEND will be offered an early Careers South West appointment to help support them in making appropriate decisions for their next steps. Careers South West are also invited to attend any EHCP Annual Reviews as part of the transition process in order to support the completion of the 'My Outcomes' section of the EHCP.

The Ivybridge Community College approach to teaching

Our aim is to champion each and every learner ensuring equal access to high quality education. Everyone is expected to advance through the equality of opportunity, celebrating an inclusive environment that supports all young people. We are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

- Quality First Teaching – Teachers are informed about the nature of a student's needs through the My Plan as well as teacher meetings and communication via email. Teacher meetings allow staff to share good practice and strategies on how to support students' individual needs and My Plans are updated from this feedback. Teaching staff have been given training on Quality First Teaching. The College's use of Rosenshine's 7 Habits of Learning and 'Teach like a Champion' encompass strategies that enable students with SEND to learn through techniques such as scaffolding and chunking, as laid out in the Education Endowment Fund. Our Continuous Professional Development (CPD) programme for teaching staff also has pop-up sessions focussing on SEND, this is not only led by the SEND Team but also by other College teaching staff who champion SEND.
- Every year we map provision to show how we allocate resources to students with SEND. This is then reviewed regularly and can change during the academic year, responding to the needs of the students. This year funding has been spent on: support staff, external services, Dyslexia Online Intervention Programme IDL, staff training, personalised intervention programmes and external providers.
- Teaching assistants were given training by Karen Sewell, a SEND Advisor, regarding how to be an effective teaching assistant for the academic year 2020-2021. Teaching assistants have also had training in September 2021 on the Self-Testing Toolkit. During the lockdown period teaching assistants had the opportunity to take part in a variety of free CPD focussing on different areas of need in order to increase their knowledge on how to best support certain areas in line with the SEND Code of Practice.
- The SEND Team also has training on safeguarding.
- There is also specialist training for our medical teaching assistants on Moving and Handling and First Aid, as well as training for students' specific needs.
- Advisory teachers visit the College to work with staff and students for visual, hearing and physical impairments.
- We have teaching assistants who are trained as gym coaches who run our proprioceptive intervention.

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

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 hold an additional bi-weekly meeting with the Pastoral Leaders with a 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 (plan, do, review) 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 regular meeting where student concerns are raised.

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

- Referral to the school Nurse Services
- Support from the Student Welfare Key Worker
- Clubs
- Rewards
- SEND inclusion hub
- Careers advice support from other agencies, as appropriate
- SEND lunchtime clubs

How and when we involve other agencies to meet the needs of students and their families?

External professional advice is sought to meet specific needs of students and the following agencies are some of those we have worked with in the past 12 months. Referrals are made in consultation with parents/carers:

- Careers South West
- Child Adolescent and Mental Health Service (CAMHS)
- Young Devon
- Communication and Interaction Team
- Early help
- Education Welfare Officer
- Educational Psychologist
- Hearing Impairment Team
- IT advisory services
- Specific learning difficulties Advisory Team
- Jeremiah's Journey
- Occupational Health
- DIAS – Devon Information and Advisory Service
- School Nurse
- Visual impairment advisory services
- SEMH Advisory Team
- Barnardo's

The Devon Local Offer

Here are links for the Devon Local Offer as well as the Plymouth Local Offer, these can also be found on the College website;

<https://www.devon.gov.uk/education-and-families/send-local-offer/about-send-and-the-local-offer/>

<http://www.plymouthonlinedirectory.net/plymouthlocaloffer>

Arrangement for handling complaints

If you do not feel you have had a satisfactory response, we have a rigorous complaints procedure.

Please read the Complaints Policy on the Policies page here:

<https://www.ivybridge.devon.sch.uk/attachments/download.asp?file=2829&type=pdf>

Or refer to the school website here:

<https://www.ivybridge.devon.sch.uk/page/?title=Complaints&pid=70>

Other relevant documents

The following policies can be found on the College website:

- Ivybridge Community College SEND Policy
- Ivybridge Community College Accessibility Plan
- Ivybridge Community College Safeguarding Policy
- Transition information specifically for parents of Year 6 students with SEND
- SEND Code of Practice