

# Ivybridge Community College SEND Information Report (SIR)

September 2024

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

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**

This includes

- Speech, language and communication needs
- Young people with Autistic Spectrum Disorder (ASD)/Autistic Spectrum Condition (ASC)

- **Cognition and Learning**

This includes

- 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**

This includes

- Anxiety Disorder
- Mental Health issues
- Attachment Disorder
- ADHD/ADD (Attention Deficit Hyperactive)

- **Sensory and Physical**

This includes

- 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 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. Staff monitor the progress of all students, and the continuous assessment implemented by staff ensures that progress is maximised.

This supports the Ivybridge Community College vision



We are a College that strives for  
**academic excellence,**  
**develops character** and provides  
**exceptional opportunities**  
for all.



Respect • Aspiration • Integrity • Compassion



### Leadership Responsibility for SEND Provision

**Claire Warne**  
**Assistant Principal**  
Director of Inclusion



**Abigail Newman**  
**SENDCo**  
BSC (Hons); PGCE National Award for SENDCo



**Contact details:** [SEND@ivybridge.devon.sch.uk](mailto:SEND@ivybridge.devon.sch.uk)

The SENDCo reports to the Principal, Mrs Rachel Hutchinson and the Westcountry Schools Trust (WeST) on a regular basis through our termly review visits and as part of the Hub Advisory Board (HAB) at governance level.

The SEND WeST Network Group meets on a regular basis to review current progress and to share best practice from a national, local and within Trust perspective. Any discussion or documentation shared remains confidential and in accordance with GDPR policy where student names are not mentioned.







### **Arrangements for consulting with parents/carers of students with SEND**

We value feedback and contributions that parents/carers can provide in supporting their child/young person. 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 twice each year. At each assessment point, students are graded on their Hard Work, Attendance and Attainment. 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 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 operates an open-door policy and encourages regular dialogue with parents and carers; in person, via email, or by telephone.

All students on the SEND Register have an individual 'My Plan' which outlines the key things in the classroom 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.

<b>Assistant SENDCo Team</b> <b>SEND Team responsible for the support of student provision</b>	
 <b>Morgan Hewing</b> <a href="mailto:mhewings@ivybridge.devon.sch.uk">mhewings@ivybridge.devon.sch.uk</a>	 <b>Nicola Lowry</b> <a href="mailto:nlowry@ivybridge.devon.sch.uk">nlowry@ivybridge.devon.sch.uk</a>
 <b>Chelsea Biddle</b> <a href="mailto:cbiddle@ivybridge.devon.sch.uk">cbiddle@ivybridge.devon.sch.uk</a> (currently on maternity leave)	 <b>Lauren Ford</b> <a href="mailto:lford@ivybridge.devon.sch.uk">lford@ivybridge.devon.sch.uk</a> (Chelsea Biddle's maternity cover)
 <b>Kimberley Luscombe</b> <a href="mailto:kluscombe@ivybridge.devon.sch.uk">kluscombe@ivybridge.devon.sch.uk</a>	 <b>Anna Thompson</b> <a href="mailto:athompson@ivybridge.devon.sch.uk">athompson@ivybridge.devon.sch.uk</a>

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

The College values the parent/carer's views based on mutual respect and willingness to listen to each other's points of view. Concerns may be raised with the 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.

You can also contact the SEND Team directly through the College telephone system 01752 691000 or via our centralised email account [SEND@ivybridge.devon.sch.uk](mailto:SEND@ivybridge.devon.sch.uk)

Our SEND administrator Anna Thompson can also be contacted via [athompson@ivybridge.devon.sch.uk](mailto: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.

	<b>College Director</b>	<b>Pastoral Leader</b>
Year 7	Mrs Bev Tyson	Mrs Lisa Setter
Year 8	Mr Matthew Ash	Mrs Karen Allen
Year 9	Mr Oli Elliott-Smith	Miss Laura Newcombe
Year 10	Mr Nicholas Beard	Mrs Chris Liddicoat
Year 11	Mr Matthew Kibler	Mrs Jade Tyrrell
Sixth Form	Mr Edward Willow	Mrs Lindsay Marriott
	<b>Assistant Principal</b>	
Key Stage 4 and Key Stage 5 Finish Line Strategy	Mr Dan Hayward	Mr Taylor Wynn

There is a complaints procedure to provide an opportunity to resolve concerns when all other attempts have been unsuccessful.

We also have a dedicated Literacy Lead, Vicky Thornton ([icc@ivybridge.devon.sch.uk](mailto:icc@ivybridge.devon.sch.uk)) who oversees literacy across the College as well as leads on literacy interventions along with a dedicated team of Higher Level Teaching Assistants and Teaching Assistants.

### **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 the 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.

In addition to this we feel that students with SEND should be represented and have their voices heard when we are consulting with other professionals who will be advising on how to support the students in the future to enable the student to have some autonomy.

Students with SEND are encouraged to be part of Student Voice Panels and staff interview processes as well as Open Evenings. Several of our students with SEND represented the College at the Year 5/6 Open Evenings and showed prospective parents/carers around the school.

Quotes from a few of our students:

"I love going out to the horses" Year 10 student.

"The use of the C-Pen has been a game changer for me in my lessons, especially for my assessments" Year 11 student.

"Having my laptop helped me to write 3 paragraphs in English" Year 8 student.

"The SENDCos are always there to help, I really like popping in and seeing them in the morning" Year 9 student.

"The TAs are really nice and help me lots with my work" Year 8 student.

"Being able to use the SEND hub has helped to support me catching up on my work when I've had hospital appointments" Year 12 student.

"Thank you so much for getting this sorted for me! I came up to the office yesterday and spoke to Miss. This will help me a lot in future tests and exams! :)" Year 11 student regarding Exam Access Arrangements and use of C-Pen.

"I love going to RDA and the horses, it helped me loads with my confidence" Year 7 student.

### **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 education need, the information is available on our College registration software as well as through our Provision Mapping software and Class Charts. Each student on the SEND Register has a 'My Plan' which is accessible to all teaching staff as well as specific support staff through the Colleges Provision Mapping and Class Charts software. The 'My Plans' 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 the differentiated approaches and universal provision normally provided as part of high quality personalised teaching and may include appropriate evidence based interventions.
- **K Code – SEND** – the needs of these students go beyond the differentiated approaches to learning arrangements normally provided as part of high quality teaching and may include appropriate evidence based 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 overseen by the Literacy Team
- Individual or small group Social and Emotional Development programmes
- Individual or small group Communication and Interaction programmes
- Shared in-class support from a teaching assistant
- Individual programmes to meet specific needs
- Touch typing interventions
- Off-site intervention packages that are looked at on an individual basis
- Breaktime support for students with SEND
- Targeted Breakfast Club support
- Year 7 additional Numeracy and Literacy timetabled for those not at ARE (Age Related Expectations) overseen by the College Director for Transition, Caroline Johnson [ccjohnson@ivybridge.devon.sch.uk](mailto:ccjohnson@ivybridge.devon.sch.uk)
- Year 7 programme of emotional logic overseen through the transition programme from Year 6 into 7

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

As a parent/carers 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?**

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. Our SEND strategy is embedded within our Teaching and Learning CPD programme which staff have input from on a weekly basis.

There are also weekly staff updates every Monday morning through our SEND spotlight within a whole staff briefing. This enables us to give an update on latest developments within SEND or updates on specific students' needs where required.

### **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 off-site visits, a member of the SEND Team can accompany them. This year we have had students with SEND partake in numerous trips and visits such as Berlin and residential within this country as well as more local trips such as the zoo.

### **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. We will also consult with Occupational Therapists where needed to make any further adjustments that may be required such as seating.

### **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 Transition; Caroline Johnson via [icc@ivybridge.devon.sch.uk](mailto:icc@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. Our Careers Advisor has organised trips to events such as Launchpad Live for our students with SEND to ensure they have good advice and guidance for their next steps, with one of our students this year asking if the trip could be run again because he got so much out of it.

As students' progress through the College they are given the opportunity to meet an external Careers Advisor, who will personalise support. All students with SEND have a meeting with their Assistant SENDCo and parents/carers to support their transition from Year 11 onwards. All students with EHCPs have early careers guidance from Year 9.

### **Students with medical conditions**

Students with specific health conditions will have an Individual Health Care Plan or Anaphylaxis Plan depending on their level of need.

Miss Hewings, Assistant SENDCo, is responsible for all our medical 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 as well as Anaphylaxis 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 Lead (DSL) for Ivybridge Community College is Matt Anniss.

There is also an Early Help Coordinator within the safeguarding team, Kylie Britton  
[earlyhelp@ivybridge.devon.sch.uk](mailto:earlyhelp@ivybridge.devon.sch.uk)

### **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. The member of staff who works with the family closest out of the Attendance Team, Pastoral Team, SEND Team and Safeguarding Team will have supportive conversations when attendance concerns rise.

### **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; 2021-2022*

*"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 college 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 their families.

Year 6 into 7

- Early liaison with the feeder primary schools – The SENDCo or member of the Transition Team meets 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
- We endeavour to send out My Plans to Year 6 parents/carers before the students start in September to ensure they have been consulted on these.
- Within the first half term of starting at the College, parents/carers would also expect to have a face-to-face meeting with their child's Assistant SENDCo to review the current plan and also review how the transition has gone.

## Year 9 into 10 – Key Stage 3 into Key Stage 4

GCSE Course subjects will be discussed to enable students and parents to make appropriate choices. Some students with specific needs will have additional meetings and consultations with one of the SEND Team along with parents/carer 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 equality of opportunity and 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 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 follows the guidance laid out by the Education Endowment Fund and outlines strategies that enable students with SEND to learn through techniques such as scaffolding and chunking. Our Continuous Professional Development (CPD) programme for teaching staff has SEND embedded within it but 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, Speechlink to support identification of SEND, staff training, personalised intervention programmes and external providers.
- Teaching assistants were given training through West, at the start of the academic year regarding How to be an Effective Teaching Assistant. Teaching Assistants also had training in September 2021 on the Self-Testing Toolkit.
- 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.
- We have advisory teachers visit the College to work with staff and students for visual, hearing and physical impairments, communication and interaction needs, social emotional mental health needs and specific learning difficulty needs.

### **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 first three years of school from Year 7 to Year 9 at Ivybridge Community College. The specialist English, Mathematics and Science teachers within Key Stage 4 support students' GCSE Finish Line Strategy to enable embedding learning which has been carried out within their normal lessons. Weekly meetings are led by the Assistant Principals, the Pastoral Team, College Director and SENDCos to discuss any students of concern and to look at additional support which could be put in place. At these meetings students who are of concern, for academic and/or emotional difficulties, 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
- Referrals where they meet the threshold for our School Mental Health Practitioners from the NHS

### **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. Formal complaints will always follow the Complaints Procedure. Formal and

informal opportunities for feedback from both students and parents/carers are central to our self-evaluation work.

Please read the Complaints Policy on the Policies page of the College website here:

<https://www.ivybridge.devon.sch.uk/page/?title=Policy&pid=17>

Or refer to the Contact Us page 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 and Child Protection Policy
- Transition information specifically for parents/carers of Year 6 students with SEND
- SEND Code of Practice