

Conisbrough Ivanhoe Primary Academy



SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES 2020-21

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school
<i>Conisbrough Ivanhoe Primary Academy is a stand-alone academy and one of the very first primary schools in Doncaster to take this option. We teach children from the ages of 3-11, offering wrap-around care from 7.30am-5.30pm five days a week; we also offer a breakfast club to the rest of the school which is heavily subsidised. Currently, we have 340+ children in school and in nursery; we have grown every year for ten years and we continue to attract more and more pupils from Conisbrough and beyond. Our philosophy is that children deserve the very best teaching and the very best opportunities and so we aim to provide small classes where there is need and great school trips for every child - whether it's a museum trip to back up topic work or Stratford for the RSC. We are a happy school and Ofsted has recognised that</i>

from low entry points, children leave the school with above average achievement due to the commitment and talent of the whole school community.

Please visit our website for further information about our school.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Every child at Ivanhoe receives quality first teaching, which means that teachers build on what children already know, teach using knowledge of 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 and Assess, Plan, Do, Review cycles. 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. Children are supported not only by teaching staff but with additional services such as a dedicated Speech and Language Therapist, Educational Psychologist and support from a Specialist SEN teacher. Parents are always welcome to discuss their child's needs, either with the class teacher or the SENCo. Our door is always open!

How we involve parents and carers in meeting the needs of their child and in whole school developments

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 are discussed and agreed with parents and children, and outcomes are reviewed and new targets set at Parents' Evenings wherever possible, 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.

Alongside this parents are encouraged to sign up to the online Class DOJO system we use which enables them to message their child's teacher directly at anytime.

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

How we will involve your child in the planning and review of their support]

Children are encouraged to play an active role in planning and reviewing their support. We believe that this approach gives a child ownership of their learning, raising awareness of what they need to do and why, and so builds their self-esteem and self-motivation to achieve. Discussions with children are vital; they enable staff to see through the child's eyes, identify barriers to learning and plan to remove them.

How we match the curriculum, teaching and learning approaches if your child has SEN

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 adapt 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.

How we provide additional support if your child has learning needs

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.

In addition to excellent LSA support in class, teachers are able to draw on the expertise of specialist teachers to personalise support where necessary; we have a Specialist Teacher for Mathematics and we have 2 specialist intervention teachers who deliver additional interventions throughout the day, mainly to children with Speech, Language and communication difficulties.

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 Playtime Support 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. Support given follows the graduated response model. SEN Support Plans follow the Assess, Plan, Do, Review approach. Reviews are held at least once each term, and parents and children are invited to share their views.

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

How we provide additional support if your child has social and communication needs

Ivanhoe Primary Academy provides additional support for children who have social and communication difficulties in whatever way best meets their individual needs.

Quality First Teaching is adapted to meet children's needs. For example: a child may need to be seated away from noise or light, or away from 'busy' displays in order to focus in class; he/she may need to be addressed with their name first, followed by a limited number of instructions either orally or written, in order to understand what they need to do; the child may need to follow a 'first ... then' personalised timetable to reduce anxiety and enable them to understand what is happening now and next. All classrooms have timetables displayed on the walls, and children are informed of changes to planned lessons. Regular fire drills take place, and any child who needs one will have a personalised evacuation plan in place (PEEP).

Children with social and communication needs may need a personalised emotional literacy programme to understand emotions, facial expressions or for anger management and this is delivered via our THRIVE programme. Should a child need support at less structured times of the day, such as playtimes, they can join our playtime support group. This is a group run by an

adult on the playground encouraging children to take part in a un outdoor game alongside their peers.

How we provide additional support if your child has physical, sensory and/or medical needs

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. There is a disabled toilet and changing area in the reception area. We are having the school assessed to ensure it meets the needs for wheelchair users in November 2020.

We are a sensory-aware school; our environment has been audited by the Visual Impairment Team and staff understand how to adapt their classrooms for accessibility for visually and hearing impaired children. 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.

At Ivanhoe, we work closely with parents and specialist staff as appropriate to meet the needs of our children with medical needs. It is essential that, prior to starting at Ivanhoe, we are made aware of any medical needs a child may have in order that the environment may be adapted and staff training arranged as necessary in order to meet the child's needs. Parents should meet with the SENCo - Mrs Sedgwick – in order to write an Individual Health Care Plan, and consent forms must be completed so that any necessary medication may be given by our qualified office staff.

How we provide help to support your child's emotional health and well being

All children at Ivanhoe Primary Academy are supported socially and emotionally as well as having their academic needs met.

The Safeguarding Team comprises Mr Brian 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 we are always available for parents to discuss any additional support needed at home – we believe early help and support is invaluable.

One of Ivanhoe Primary Academy's aims is to encourage children to understand how they can contribute to their own health and we promote

healthy lifestyles in all aspects of school life. 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. All classes follow the National Curriculum Programme of PSHE, which encourages discussion of all aspects of emotional health and well-being.

We also have support groups at playtimes 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 on personalised programmes.

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. We have Playground Buddies who help children who find themselves alone at playtimes, and Playground Leaders trained to lead playground games.

All children have sex education at an appropriate level for their age and understanding and the School Nursing Team helps to deliver programmes to the Year 5 and Year 6 children. Should a child have a medical need, either long or short term, this should be discussed with the SENCo - Mrs Sedgwick- who will complete an Individual Health Care Plan with the parent to ensure the child is kept safe and his/her needs are met.

How we promote developing independence

At Ivanhoe Primary Academy, we aim to ensure that children have the opportunity to make a positive contribution within the school, local and wider community and that they gain the benefits of a school committed to community cohesion. Children are encouraged to be independent, but are also taught ways to be independent and safe. They are encouraged to be thoughtful, considerate, well-rounded individuals, and they learn tolerance and understanding of a wide range of topics through discussion and involvement in our PSHE programme. Lessons are designed to give children

vital information and promote understanding in order that they become informed, independent thinkers, who know how to react and keep themselves safe in a wide range of situations. Children are taught how to be independent and keep safe in lessons such as stranger danger and drugs awareness. Some lessons are seasonal such as summer water safety, bonfire night and Halloween safety. Road and cycle safety training is arranged in partnership with external agencies, and safety online is constantly reinforced. Children are also encouraged to be independent learners, and additional, independent work completed out of school is always celebrated. Independence is different for all children: for those children who need additional, practical life-skills, individualised programmes are written as part of SEN Support Plans.

How we measure and review your child's progress against their targets and longer term outcomes

All children are expected to make good progress and their learning is continuously assessed and tracked. Termly progress meetings are held with the Assessment Co-ordinator and SENCo to identify and address any issues arising. Children are supported in lessons by LSAs, and any barriers to learning identified are documented, discussed and addressed. Additional support can then be given either in small groups or on a one-to-one basis as necessary. Children who need SEN Support Plans to focus on identified additional needs are assessed continuously. Long term outcomes are discussed, then targets are written as stepping stones towards the long term aim. SEN Support Plan targets are worked on daily both in and out of class and progress is officially reviewed with parents and children termly. Targets are designed to be SMART – Specific, Measurable, Achievable, Realistic and Timed – and small, specific steps should enable the child to achieve success, which can then be celebrated and built upon.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND
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All teachers at Ivanhoe Primary Academy understand how to adapt the learning environment to meet the needs of their learners. Our school is very safety-conscious and teachers check their classrooms and surrounding areas daily, reporting any problems promptly. All changes in level are clearly demarcated to enable visually impaired pupils to distinguish the levels more easily, and we have wheelchair access throughout, although this is via an outside path to get to the lower KS1 area from the dining room.

Teachers ensure their learning environments are safe and welcoming: they have timetables on their walls in order to inform children of the plan for the day, and any changes to the plans are made sensitively, preparing those children who may struggle with change in advance.

Our staff know how to make their rooms autism, dyslexia, visual and hearing impaired-friendly environments, and we seek guidance from specialist agencies where necessary.

All children are welcomed and encouraged to achieve their potential in a safe, warm, supportive and friendly environment, where all achievements are celebrated.

How we include children with SEND in the life of our school

All children are included in all activities at their own individual level and pace as long as it is safe for them and others to do so. Activities will be adapted 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.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

The needs of children are ever-changing, and it is the responsibility of all teachers to ensure they are up to date with SEN and Safeguarding policies and able to meet them. The SENCo attends regular training sessions and Local Authority SEND updates, and holds the Post Graduate Certificate in Special Educational Needs Coordination. Information is shared through in-house training on autism, dyslexia, physical and sensory impairments, cognition and learning difficulties, together with social, emotional and mental health needs. Advice is sought from specialist teachers, Occupational Therapists, Speech and Language Therapists, CAMHS, the ASCETS Team and the Educational Psychology Team and shared with staff at staff meetings and training days. Staff work with external agencies as necessary to set appropriate targets for children with specific needs in order that all are given the opportunity to achieve their potential.

External support and expertise we can call upon to help us to meet children's needs

We call upon the support and expertise of all agencies listed above in order to help us to meet children's needs. In addition to this we buy in additional expertise and support from a private Speech and Language Therapist, educational Psychologist and the Learning Support Service (specialist SEN teachers).

How we prepare children to join our school

Before a child attends Ivanhoe Primary Academy Nursery, they will have had a home visit and parents will have been given the opportunity to discuss all their child's needs prior to starting school- however due to COVID-19 or if a home visit can not take place parents are sent a school pack with photos of

all key areas and key staff. They are also invited to attend open days, in order to experience the school environment and discuss any issues arising.

Any child transferring from another setting will have an individual transition programme arranged to meet their needs. All children new to Ivanhoe are invited to have a look around with their parents/carers and talk to members of staff, and a member of the Leadership Team. Specific needs should be discussed with the SENCo in order that all arrangements for successful transition are in place prior to the child starting school.

How we prepare children to move on from our school

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.

How we deploy our resources to meet the needs of children with SEND

We are fortunate to have well qualified LSAs in all classrooms, and they are deployed by the SENCo in order to meet the needs of all children at Ivanhoe. LSAs attend in-house training on different aspects of SEND, and are encouraged to seek additional training in areas of interest. Should any child need additional equipment, this will be discussed with parents and provided at the earliest opportunity.

Contacts for more information

Head teacher: Joe Brian

Chair of Governing Body: Caroline Lee

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Website: www.ivanhoeschool.co.uk

SEND Policies and SEN Information Report can be found on the website under 'Ofsted Stuff'.

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

If you have any queries, please contact Helen Barre on 01302 73753.

Thank you.