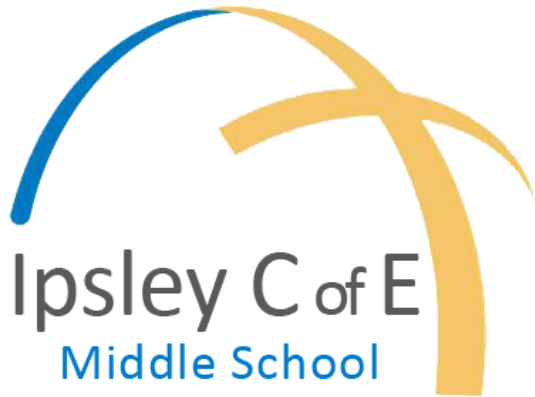




Central Region
Schools Trust

Founded by the RSA



Ipsley C of E
Middle School

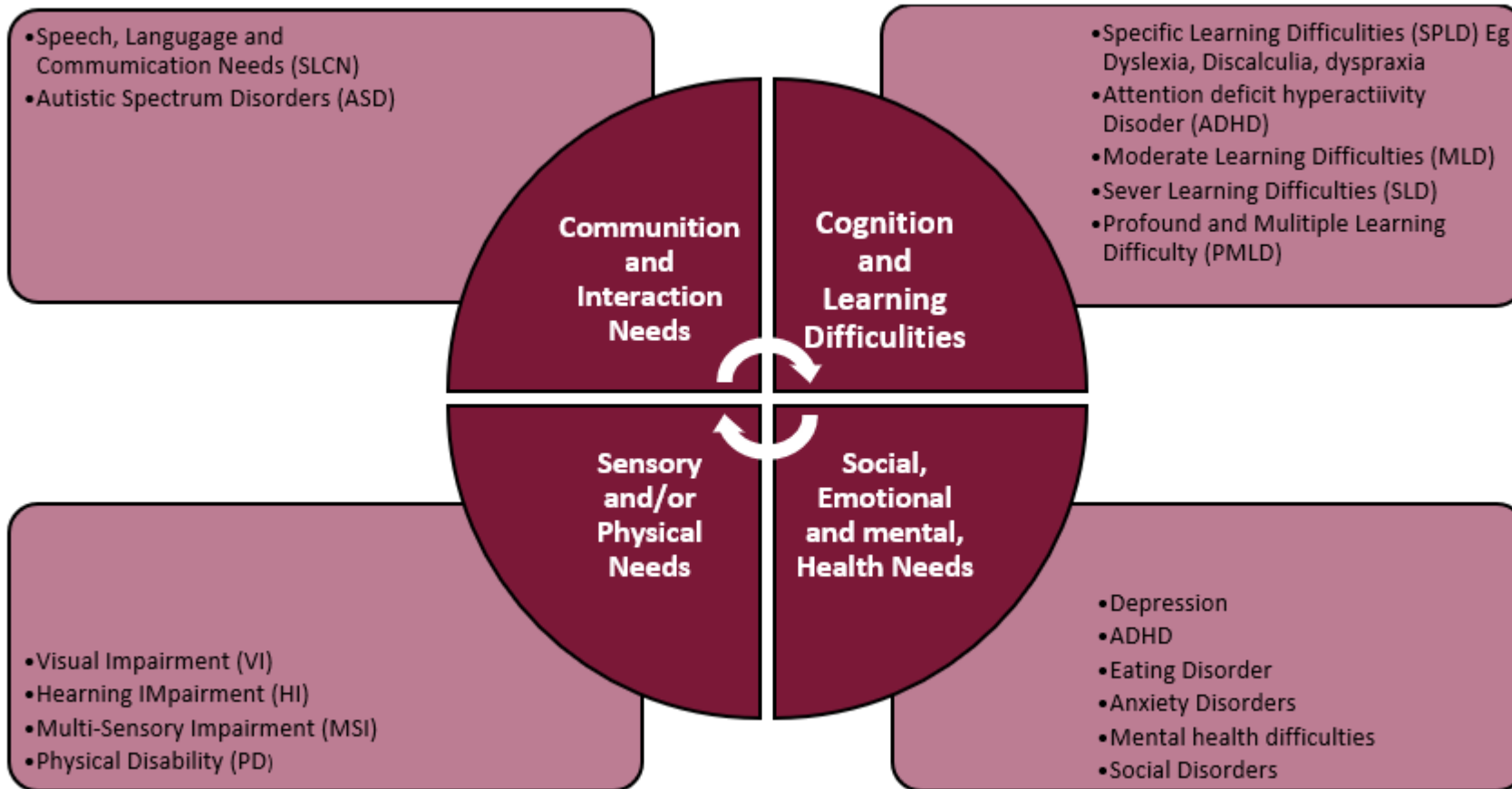
Special Educational Needs Information Report

**How we support children with special
education needs and disabilities.**

Welcome to our SEN Information report.

This report can be looked through page by page or use the 'quick links' to find answers to a specific question.

Areas of Special Educational needs



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What should I do if I think my child has Special Educational needs?

- ▶ If your child is in KS2, please contact your child's class teacher or Behaviour and Wellbeing Leader. They are the person working with your child every day!
- ▶ If your child is in KS3, please contact your child's form tutor or Behaviour and Wellbeing Leader who will be able to discuss and arrange meetings with the appropriate members of staff.
- ▶ If you would like to arrange a discussion with the additional needs team specifically, please contact the school office on 01527 525725 and one of the additional needs team will get in touch with you.

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How does the school know if a child needs extra help?

- ▶ Early identification of additional needs is key to supporting our pupils at Ipsley C of E Middle School. All teachers participate in the process of identifying pupils with additional needs, and can raise any concerns they may have with the Special Educational Needs and Disability Co-ordinator (SENDCo).
- ▶ There are four main areas of need. These are:
 - Cognition and learning
 - Communication and interaction
 - Social, emotional and mental health
 - Sensory and/or physical
- ▶ When a pupil is identified as potentially having an additional need, the SENDCo will investigate and members of staff will liaise with the family to discuss the process. This may include using a range of diagnostic assessments, observation and conversations with young people and their families. Once a pupil has been identified as having a special educational need, the additional needs team designs a programme of provision to support them in reducing barriers to learning. In some cases, this may also lead to entering a pathway of diagnosis (for example, the Umbrella Pathway for autism).

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How will both school and I know how my child is doing?

- ▶ You will have opportunities across the year to meet with your child's teacher(s). Some of these meetings may take place face-to-face whereas others may take place over the phone or on Microsoft Teams. These are excellent opportunities to discuss support and provision for your child, and the Additional Needs and Behaviour and Wellbeing teams are always available on these evenings to discuss any questions you may have.
- ▶ We welcome parents and carers to get in touch with school if they would like to arrange any additional meetings. The more dialogue we share with home, the more we can make sure we are getting support and provision right for your child.

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How will school help me support my child's learning?

- ▶ At Ipsley C of E Middle School, we believe every pupil has a right to an excellent education which enables them to achieve their full potential and go on to live happy, successful and meaningful lives.
- ▶ For some pupils, this may mean receiving support from our additional needs and disabilities team. At Ipsley C of E Middle School, we celebrate the wonderful diversity amongst our pupils and welcome young people with a range of additional needs to join our school community. Our teachers are committed to reducing any barriers to learning, maximising the creative potential of our pupils and supporting our young people to make excellent progress. By working closely with our SENDCo, Additional Needs and Behaviour and Wellbeing teams, all members of our school are committed to enabling all pupils to participate and prosper in our learning community.

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

- ▶ At Ipsley, and across the Central Region Schools Trust, we carefully co-design our curriculum to ensure it meets the needs of all pupils. This means that it is both academically challenging, whilst also ensuring that the support is in place for all pupils to meet these high expectations.
- ▶ We ensure that all pupils study a broad and balanced curriculum, enabling pupils access to a range of ambitious and interesting learning experiences throughout their time at Ipsley.
- ▶ Where a pupil has an Education, Health and Care Plan, a more individualised curriculum may be designed based on the recommendations of supporting specialists. This may be delivered by members of staff within the school or external agencies.

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How are the schools' resources allocated and matched to children's special educational needs?

- ▶ The Senior Assistant Principal and Principal work closely together each year to ensure that pupils with additional needs have the resources and support they require.
- ▶ The Trust Director of SEND works across all schools in the Central Region Schools Trust to review the allocation of resources across our family of schools.
- ▶ Where pupils have an Education, Health and Care Plan and receive top-up funding, this is ringfenced for the individual pupil and determined by the provisions and support recommended by the specialists involved in reviewing the plan.

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How will the school decide the type of support my child will receive?

- ▶ When a pupil is identified as potentially having an additional need, the SENDCo will investigate, and members of staff will liaise with the family to discuss the process. This may include using a range of diagnostic assessments, observation and conversations with young people and their families.
- ▶ Once a pupil has been identified as having a special educational need, the additional needs team designs a programme of provision to support them in reducing barriers to learning. In some cases, this may also lead to entering a pathway of diagnosis (for example, the Umbrella Pathway for autism).
- ▶ Throughout this process, we follow a graduated approach. This means the team around the child is constantly assessing, planning, delivering and reviewing the provision in place for pupils to ensure it is meeting their additional learning needs.

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How does the school judge whether the support has had an impact?

- ▶ A provision map is used to monitor a range of data including: teacher assessments, standardised assessment data, intervention assessment data, intervention tracking, and relevant prior data. The senior leadership team undertake regular reviews of learning across the school for pupils with additional needs, including monitoring teaching and learning, challenge, differentiation, use of additional needs-specific strategies, deployment of Achievement Assistants and quality of written work.
- ▶ A key aspect in judging the effectiveness of our provision is through strengthening the link between school and home: through regular meetings between home and school, there is an ongoing dialogue around the progress and welfare of all young people with additional needs.

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How will my child be included in activities outside the classroom including school trips?

- ▶ We will always make best endeavours to include all pupils in all curricular and extra-curricular experiences.
- ▶ Our Educational Visits Co-Ordinator (EVC) has a high level of experience in working with pupils with additional needs and making reasonable adjustments within any planned activities or visits to accommodate the additional needs of pupils.
- ▶ Our accessibility plan, which can be found on our school policies page, gives further information about many of the ways we are ensuring our school site, curriculum and activities continue to be designed to meet the needs of all pupils.

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

- ▶ We believe the most important thing for pupils with social, emotional and mental health needs is to create a sense of belonging in our school community. Our teachers, Behaviour and Wellbeing Leaders and Achievement Assistants develop fantastic relationships with pupils, and make sure they plan their lessons to give provide these pupils with opportunities to develop their social and emotional awareness.
- ▶ We talk explicitly about mental health, and encourage all pupils to look after their mental health just as much as they do their physical health. For some pupils, it may be appropriate to introduce some additional intervention programmes. This could include the Talkabout programme for developing social skills and self-esteem or a mentoring programme using the five-point scale or SOCCSS (situation, options, choices, consequences, situation, simulation).
- ▶ For a small number of pupils, it may also be appropriate to make a referral to an outside agency such as the Children and Adolescent Mental Health Service (CAMHS), our Educational Mental Health Practitioner or our social, emotional and mental health specialist. We also have a team of fifteen youth mental health first aiders who can support pupils in times of difficulty.
- ▶ We are a trauma-informed school, and use relational approaches to support all pupils to develop throughout their time at Ipsley.

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What training have the staff supporting SEND had or what are they having?

- ▶ All staff at Ipsley C of E Middle School are familiar with the Special Educational Needs Code of Practice (2015).
- ▶ All teaching staff at Ipsley participate in continued professional development sessions each week, all of which considers the needs of pupils with additional needs.
- ▶ Across the year, a number of staff may be involved in more bespoke training, such as epilepsy or physical difficulty, as required.
- ▶ Our Additional Needs Team and Behaviour and Wellbeing Leaders also follow a programme of continued professional development across the year, developing their understanding and skills to support pupils with additional needs.

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How accessible is the school both indoors and outdoors?

- ▶ Our school has specific facilities to cater for the needs of pupils with physical difficulties, and is supported by Chadsgrove Physical Difficulty outreach service in delivering this.
- ▶ This means that almost all of our school building is wheelchair accessible.
- ▶ Our school accessibility plan details the ways in which we continue to develop our school as much as possible to be accessible to all staff, visitors and pupils. This plan is available on our school website policies page.

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How are parents involved in the school? How can I get involved?

- ▶ You will have opportunities across the year to meet with your child's teacher(s). Some of these meetings may take place face-to-face whereas others may take place over the phone or on Microsoft Teams. These are excellent opportunities to discuss support and provision for your child, and the Additional Needs and Behaviour and Wellbeing teams are always available on these evenings to discuss any questions you may have.
- ▶ We welcome parents and carers to get in touch with school if they would like to arrange any additional meetings. The more dialogue we share with home, the more we can make sure we are getting support and provision right for your child.

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How do children contribute their views about their support and who can help them?

- ▶ A pupil's own voice is a really important part of the jigsaw, sitting at the heart of our thoughts and feelings around the support in place to support them. We will always ensure we are listening to pupils and giving them the opportunity to be heard as we make sure the right support is in place for the right pupils at the right time.
- ▶ Pupils will often have an individual pupil profile, which they will create with a familiar adult. This means that their voice can be heard by all of their teachers, including their likes, dislikes, strengths and areas for development. This is updated throughout the year as appropriate.

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What specialist services are available or can be accessed by the school?

- ▶ The additional needs team liaises with a number of specialist services, including SENDSupported (for learning, mental health and autism specialists), the NHS Wellbeing and Emotional Support Team, Child and Adolescent Mental Health Services (CAMHS), NHS speech and language therapy services, Chadsgrove physical difficulty team and the hearing/visual impairment teams where appropriate.

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How will the school prepare and support my child when transferring classes or schools?

- ▶ When joining our school in year 5, we will visit pupils in their first schools in order to familiarise them with key workers and to ensure that we have spoken with their teachers about how best to meet their additional needs. Pupils will be invited to attend a number of additional transition days to familiarise themselves with the school site in a way that they feel comfortable. For pupils where more bespoke planning is required, please get in touch with our KS2 Assistant Principal (Mrs Field) to make additional arrangements.
- ▶ When moving between classes, Ipsley will make sure that those pupils who need additional transition visits, meetings with teachers and/or further support have this in place.
- ▶ When leaving our school at the end of year 8, we facilitate a number of visits to Arrow Vale High School and other local high schools across the academic year in order to familiarise pupils with key workers and the new environment in a way that they feel most comfortable. For some pupils, additional transition activities may be arranged on a personalised basis.

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Who can I contact for further information or to complain about SEN issues?

Initially, please discuss any questions with your child's class teacher or Behaviour and Wellbeing Leader. If you would like to discuss any issues further, you are welcome to contact the additional needs team if you have any concerns. Our school telephone number is 01527 525725.

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The Local Offer

You can find out more about the local offer in Worcestershire at the following website:

<http://www.worcestershire.gov.uk/thelocaloffer>

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School Contact details:

- ▶ Phone: 01527 525725
- ▶ Email: office@ipsleyschool.co.uk

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What other
support services
can help me?



[Special Educational Needs Independent Advice and Support Service](#)



[SEND Support Groups for parents and carers | Worcestershire County Council](#)

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