



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) - INFORMATION REPORT FOR PARENTS
Ibstock Community College

This document outlines what support you can expect if your son/daughter attends Ibstock.

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Many students have specific individual needs at some time during their school lives, which need to be met to enable them to learn effectively; whilst many factors contribute to the range of difficulties experienced by our students, we believe that much can be done to overcome them by parents, teachers and students working together.



The School Environment

What the school provides and its accessibility:

- Ibstock Community College is an 11-14 school with between 530-550 students.
- The main school building is mostly single storey apart from some Humanities subjects; we will swap around classrooms should the need arise. Science is located in a single storey building, whilst English and maths are located in a third build, where English is accessible via a lift should it be needed.
- Disabled toilets can be found in the main building, the Science block and the English/maths block.
- There are spaces available at the front of the main building for those needing disabled parking. These spaces can be made available with prior agreement.

How is the auditory and visual environment suited for all learners?

- Hearing impaired students are seated near the front of classrooms and staff would be able to wear hearing aid receivers if appropriate.
- All stairs are appropriately edged, and the external pathways etc... are regularly checked to ensure paving is well laid.
- To avoid potential difficulties within corridors students are allowed to leave a few minutes early to get to the next lesson with ease should it be appropriate.

Do you have specialised equipment for student use?

If specialised equipment is required this is mostly provided by outside agencies working with individual students. Coloured overlays are available in school for students with the specific need. Laptops are available for short term use by students; arrangements can be made for long-term use to support student's access should they have a specific need.

Identification, Assessment and Support for students with Special Educational Needs

What can I expect if I send my child to Ibstock?

Relevant support and adjustments that will maximise your child's progress – this can involve a range of provisions starting with Quality First Teaching. Small group work or 1:1 support dependent on individual need can also be put in place, along with additional provision taking place in The Hive – a space dedicated for use by students on the SEND Register, or particularly vulnerable students.

What is the Special Educational Needs Register?

A summary of all students with special and additional learning needs identified under the following categories:

- **Communication and interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- **Cognition and learning** - Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific learning difficulties (SpLD), this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



- **Social, emotional and mental health difficulties** - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or physical needs** – This can include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How does Ibstock organise support for children with SEND?

- Each student on the SEND Register is identified at the beginning of each year, and their information shared with all teaching and learning support staff so that they are aware of your child's needs. Relevant support can then be provided in and out of the classroom.
- Teachers are responsible for the progress of **all** children in their classes and will differentiate and adapt their teaching and learning accordingly.
- We have learning support staff (Teaching Assistants) who work as much as possible within the same department to ensure effective support for learning within that subject area.
- All students stay in their mainstream classrooms for English and Maths to ensure they receive teacher led learning, this may be topped up by additional intervention programmes at other times.
- Students who need more individualised programmes will receive additional teaching which focuses on their area of need; this can be a short or long term intervention.

What happens if my child has a high level of need?

- Your child will have a Student Profile, which is used to help teaching staff know and understand how your child learns and the difficulties they may face. This information is linked on our registration system and on Mint Class.
- External agency advice or assessment may be requested
- Provision or additional / alternative support may be provided based on their need.
- Top Up funding or an Education, Health Care Plan may be sought.

What arrangements are in place to ensure that support is maintained in off-site provision / trips?

Where appropriate Teaching Assistant staff will accompany students with SEND and risk assessments are written where necessary.

What support is offered during breaks and lunchtimes?

- We provide a safe and relaxed area all week for students who need either supervision or social development in The Hive. This works on an invite only basis at lunchtime. There are also extra-curricular clubs held at lunch time in subject areas.
- In rare circumstances students can be supported at break by a member of staff.

What clubs are available?

Breakfast is available before the start of school in the hall for all students, Lunchtime Club in The Hive, Homework Club (three lunchtimes per week in the RRC), Art Club, sporting activities including inter form competitions. Numerous lunchtime and afterschool activities please see the website for a comprehensive list of what is available.



What support is there for homework?

A very popular lunchtime Homework Club takes place three times a week in the RRC run by Teaching Assistants. An after-school Homework session is also run by Mrs Barber in the RRC.

Who offers Support from my child at Ibstock Community College?

There are a number of adults who are here to support your child, your first port of call would be their tutor. Each year group will have a Pastoral Manager who is a non-teaching member of staff and can be available to deal with issues promptly. If you have concerns regarding your child's learning needs you can speak to the specific subject teacher and / or your child's tutor in the first instance.

Interventions and Provision

What kind of provision or interventions do you offer students?

There is a huge number of interventions and provisions available to students, some of which are short term others are longer in duration; all are dependent on the individual's needs.

Intervention always begins with Quality First Teaching and follow the Assess, Plan, Do, Review model. The deployment of interventions and additional provision is based around the Graduated Response and will involve 1:1 and / or small group with specific activities relating to the needs of the student(s).

- **Communication and Interaction**

- Friendship group – based on AOS work
- Lunchtime Youth Club
- SALT Therapy (Speech and Language) - external
- TA support in lessons
- Alternative Timetables
- Use of ICT

- **Cognition and Learning**

- Small group maths
- Small group additional literacy
- Use of ICT
- TA support in lessons
- Paired Reading
- Commissioned services from external bodies, for instance to obtain diagnosis for Specific Learning Difficulties
- Access Arrangements – generally the End of Year exams, but not exclusively

- **Social, Emotional and Mental Health**

- Peer Mentor / Buddies
- Report / Time out cards
- Alternative timetable
- Pastoral Manager support
- Learning Mentor support
- Commissioned services from external bodies, for instance the Leicestershire Educational Psychologist Service



- **Sensory and Physical**
Alternative Timetable
LSA Support
Individual Health Care Plans
Risk Assessments
Personal Emergency Evacuation Plan (PEEP)

Training and Specialisation

What training do staff receive in SEND?

Teachers and Classroom Support School staff receive training throughout led by lead practitioners or external specialists such as the Specialist Teaching Service or Autism Outreach Service.

How will staff know about changes and updates?

Updated information is shared in a number of ways e.g. through e-mail, morning briefings, regular department or whole school meeting or training sessions. Paperwork is updated regularly and all staff know where to find this information, and where to gain general information and strategies about learning difficulties to support students' learning and interactions.

What staff have Specific Specialisms?

Within the Student Support Team staff take the lead in specific types of difficulties e.g. autism spectrum disorder, emotional literacy etc.. They have received additional training and continue to develop their skills in areas of SEND.

Student Progress & Reporting

What opportunities will I have as a parent to find out about my child's progress?

As is school policy, parents will be invited to parent evenings during the year. For year 7 students the first will be a Tutor evening, where your child's tutor will share with you a holistic picture of your child's progress and involvement in school; the others being an opportunity to talk to your child's teachers.

We will provide you with access to our online reporting system, where you are able to view your child's progress throughout the year. An official report will be compiled; you will be expected to view your child's report online and will have the opportunity to feedback to teaching staff.

Students with an EHC Plan continue to have an annual review, but as with students with a Student Support Plan you will have additional opportunities to meet with the SENDCo or Key Worker as arranged throughout the year, you will also be able to request a visit at any time. Your input is vital.

How do the students have their say?

The students are involved in every step of their education; they have many opportunities to feedback on interventions experienced and are encouraged to be present during meetings. Students with EHCP or Support Plans will be allocated a key worker who act as their advocate and support.



How do staff monitor the progress of all students?

All Curriculum Leaders are responsible for monitoring, tracking and reporting on the progress of all students. They will be tasked with ensuring the any students with SEND are identified and discussed with their class teacher with necessary interventions put in place and reviewed.

Medical & Risk Assessments

How do you put an Individual Health Care Plan in place?

Where necessary a Care Plan is drawn up in conjunction with the parents, child and medical professionals for example in the case of Epilepsy. These plans are shared with staff but held in the school office, they are reviewed annually or as circumstances change.

Do you administer medication?

- Medications are administered by trained first aiders who are familiar with the Care Plan or individual students and their parents.
- Medication is securely held and labelled, though it is the parent's responsibility to supply any medication required.
- We also keep creams etc. for students to apply during the school day for in cases such as severe eczema, and a private, secure room is available for them to do this.

How and when will risk assessments carried out?

- Risk assessments are carried out for a number of reasons, but always to safeguard students at risk to themselves or others. This would include the management of day to day routines or special activities off site.
- These would be set up by the school as it is deemed necessary and in some cases advice is sought from the LA Health and Safety Officer, Specialist Teaching Service or other such agencies.
- Assessments are stored electronically on our school's server, and shared with staff. All are reviewed annually or as circumstances change.

School Transition

How does the school support students around transition from Primary to Ibstock, and then onto their respective Upper School?

- Transition can be a daunting time for students and families with SEND. Key staff (Progress Leader, Pastoral, Managers, Key Workers and the SENDCo) are all involved in visiting our primary schools. Our Upper Schools send their respective staff to visit our students when they are due to transition to Key Stage 4. This process is carried out in order to gather / share as much information about the individual student as possible.
- The SENDCo is invited to attend the Year 6 Annual Review for any students who have an EHCP.
- Students are given the opportunity to have additional visits to enable them to feel more confident and comfortable about the move. Familiarity with the school's layout helps them to feel less intimidated by the change.
- During the Transition days parents are invited into your child's new school to meet their new form tutors and a member of the SEND team if they wish.
- Upper schools ensure that we have all the relevant information about Options. They attend Parents' Evenings and arrange assemblies to share presentations for specific subjects.



- EHCP Transition Reviews take place in the Autumn term where specific plans can be identified; the SENDCo for the respective Upper School is invited to attend.
- The SENDCo work alongside parents and the SENDCo from the Upper school will work closely to make specific arrangements to ensure as smooth as possible a transition.

Resources

How are the school's resources allocated and accessed?

The School receives a delegated budget from which SEND resources, both human and material are derived. SEND needs are prioritised throughout the school and human resources are strategically timetabled to ensure children receive entitled or warranted support. Material resources are used to support the different interventions that are planned for children.

What would my child expect to receive if they are in receipt of free school meals, in a service family are looked after or adopted?

All schools receive funding for students who are in the four categories for SEND. This funding is issued to every school to try and overcome barriers to their learning. The various ways in which this funding is used is detailed in the Interventions and Provision section above. If they are also classified as Pupil Premium further information can be found in the Pupil Premium section of the school's website.

Concerns or Complaints

What do I do if the local offer isn't meeting my child's needs?

If at any time parents feel that their child's needs are not being met then the first course of action would be to contact the SENDCo. Hopefully, any issues would be resolved at this point. If parents feel that this isn't the case and the school isn't meeting the child's needs then they should talk to the Head teacher or could contact SENDIAS who will listen to the complaint and work with you and the school to resolve the matter. They offer comprehensive, neutral, factual and appropriate advice.

Where to look for more information?

The school website has information which details arrangements for identifying, assessing and making provision for SEND.

Who do I contact for more information?

Mrs Tracey Roden (SENDCo) or Miss Imogen Hession (Learning Mentor - details on the front page.