

THE CEDAR FEDERATION

IFIELD SCHOOL

**SPECIAL EDUCATIONAL
NEEDS & DISABILITY (SEND)
POLICY & INFORMATION
REPORT**

Date: Spring 2025

Review Date: Spring 2027

Date	Amendments	By whom	Page
02/04/2025	Updated links for legislation and guidance.	RT	3
02/04/2025	Definition of Special Education needs – updated her/him to them.	RT	3
02/04/2025	Added ‘Send Information Report’ providing explanation of the document.	RT	4
02/04/2025	Added reference to ‘Safeguarding’.	RT	4
02/04/2025	Added section related to ‘Staff Training’.	RT	4

Ifield School

SEND Policy and SEND Information Report

This SEND Policy and SEND Information Report is written in line with the requirements of:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN Co-Ordinator (SENCOs) and the Special Educational Needs and Disabilities (SEND) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who choose not to share.
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose Education, Health and Care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy should be read in conjunction with the following school policies:

- Behaviour and Wellbeing Policy
- Safeguarding and Child Protection Policy
- Complaints Procedure Policy

Ifield School strives to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and ambitious curriculum. Ifield School are committed to offering all pupils the opportunity to thrive and fulfil their aspirations.

Definition of Special Educational Needs and Disabilities

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 they:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age;
- b) Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse

effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. *SEN Code of Practice (2015, p16)*

Admissions

The admission of pupils with EHCPs to special schools is a decision for the Local Authority (LA) who has statutory responsibility for arranging their provision. There are admissions criteria for each special school that are applied in order to determine if a particular special school would be a suitable placement. The admissions criteria for Kent special schools can be found by clicking this [link](#).

SEND Information Report

Ifield School publish a SEND Information Report on their website, which sets out how this policy is implemented.

Safeguarding

Ifield School recognises that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details, please refer to The Cedar Federation’s Safeguarding and Child Protection Policy.

Training of staff

Training will regularly be provided to teaching and support staff. The Headteacher will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school’s plan for continuous professional development.



SEND INFORMATION REPORT

Address	Cedar Avenue, Gravesend, Kent, DA12 5JT
Telephone Number	01474 365485
School Email	office@ifield.kent.sch.uk
Website	www.ifieldschool.com

School's Inclusion/Mission statement

Ifield School is a maintained foundation special school situated in Gravesend, Kent. The school caters for 278 pupils and students from age 4 to 19 with a wide range of profound, severe and complex special educational needs and cognitive abilities, which includes pupils and students with autism, communication and interaction difficulties, physical disabilities, medical needs and associated learning difficulties.

All pupils have an Education, Health and Care Plan (EHCP). Pupils are referred to the school by Kent County Council Assessment and Placement service or from other neighbouring Local Authorities.

Ifield School aims to provide an outstanding and supportive learning environment in which everyone can achieve their best. The school encourages pupils to learn resilience and develop high self-esteem, whilst always respecting the rights of others in the community. In this way pupils prepare for adulthood, confident that they can contribute to, and fully belong to, their community and society in general.

We aim to value, support and challenge our pupils to achieve success.

1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- Pupils are assessed on admission to the school or at the beginning of a key stage with initial assessments forming a baseline that is tracked to demonstrate the progress they make over time.

- Class teams regularly share information with parents/carers via home/school journals to ensure they are involved as possible in their child's progress.
- Photographs and videos demonstrating pupils' progress are captured via Evidence for Learning and shared weekly with parents/carers.
- Parents/carers for whom English is not their first language are offered the opportunity of a translator at Annual Review meetings, where possible, communications are translated or parents/carers are signposted to a translation facility.
- Ifield School provides new pupils/students with a welcome information pack to support their transition into school.
- As part of our commitment to working with parents/carers, we provide a variety of training programmes via the Smile Centre, which includes training delivered by the school's Multi-Disciplinary Team.
- Should parents/carers have any questions regarding their child's progress, staff will discuss and work in partnership to resolve any matters. The school has an open door policy and encourages parents/carers to become as involved as possible.
- All pupils have personalised targets that will address barriers to learning and equally maximise learning and progress. Pupils' progress is measured termly using the school's assessment system, BSquared. Pupils are set targets annually at their Annual Review meeting and these are reviewed three times per academic year.
- The school will share pupils' data and their target progress at Parents' Evenings and Annual Reviews.
- The ethos of 'high expectations' is embedded not only in the curriculum targets set for each pupil, but within the school's behaviour for learning expectations. The school focuses on whole child development.
- The school aims to involve parents/carers in discussing progression related to their child during Parents' Evenings and Annual Review meetings.
- Pupils at Ifield School are formally assessed termly and extensive evidence of achievement is collated.
- Annual Review meetings are held to review pupils' EHCP and their progress. Six monthly reviews are held for those pupils who are under five. (Review meetings are statutory meetings that must be held each year to monitor each pupil's EHCP).
- Parents/carers are invited to visit school to meet with staff, as and when required.
- A newsletter is shared every month, which highlights events and news regarding school.
- Staff regularly hold telephone calls with parents/carers.
- A curriculum newsletter is shared every term with parents/carers to inform them of their child's learning and the curriculum delivery.
- Parents/carers are invited to attend a variety of events and activities at school throughout the academic year, for example, Stay and Learn sessions, PE Enrichment open afternoons, and seasonal events.

2. How accessible is the school environment?

- The school has a secure site with high perimeter fence, an office controlled pedestrian gate and automatic gates for vehicle access.
- The building is purpose built with level access. There are a full range of toilet, changing facilities and personal care suites fitted with hoisting equipment. The building is fully wheelchair accessible. (The school is equipped with a Hearing Induction Loop and height adjustable sinks and tables).
- Provision is made within the school for Hearing and Visual Impairment.
- Specialist facilities include:
 - Hydrotherapy Pool with direct hoisting from change area to pool. The pool is also fully interactive, with lights, projectors and water safe switches
 - Communication Room (a small interactive room for 1:1 and small group work)
 - Music Room
 - Main Hall with lighting and sound system
 - Sensory Room, Sensory Circuit room, and Sensory Garden
 - Rainbow Room for our pupils with PMLD and SLD
 - Fitness equipment with rowing machine, cross trainer, interactive bike, walking /running machine
 - Ifield Life, fully functional, equipped house used to teach preparation for adulthood skills
 - School Woodlands
 - Playgrounds with accessible play equipment, including a wheelchair swing.
- The school makes the most of green and outside spaces to provide a calm, welcoming and safe environment.
- Accessible parking bays are available for parents, carers and visitors next to the school building.
- Equipment such as standing frames and specialist seating are purchased by the school or the Local Authority to support the needs of those pupils who require them.
- Where external advisors recommend the use of equipment or facilities, the school does not have, the school will either purchase or seek to loan from a suitable source.
- For highly specialised communication equipment, the school will seek the advice of the KCC Communication and Assistive Technology Team.
- The multi-disciplinary approach to our work with pupils ensures that their developmental needs are fully met.
- Inclusion placements are organised with mainstream schools which can offer accessible buildings and appropriate toilet facilities.
- Students at Sixth form are based at North Kent College which have accessible facilities and are taught by Ifield staff.

3. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

- Pupils attending full time and or statutory school age will have an Education, Health and Care Plan, (EHCP). For pupils entering Nursery or in the circumstances of pupils new to the UK education system, they may be placed at the school on an assessment placement during which time an EHCP may be considered.
- The EHCP will have identified the school as the most appropriate placement and set out the pupil's primary and additional needs.
- All pupils will have an Annual Review and in the case of pre-school children a twice yearly review of their needs. This is to ensure that the school remains the best placement and that the EHCP continues to identify all the provision pupils require.
- The school uses a range of assessment tools, both internal and National to measure the progress of each individual pupil. This ensures there is personalised information on pupils' progress, which we will share with parents/carers both termly and annually.
- Ifield School fosters a joint collaborative approach and believes the primary source of information and insight into any pupils is their parents/carers.
- Close collaborative working with parents/carers, therapists and other practitioners, such as specialist teachers for Hearing and Visual Impairment and Educational Psychologists, ensures any additional support is identified which may be of value for pupils, and with parents/carers agreement referrals will be made.
- Parents/carers are invited to discuss progress and future targets at Parents Evenings held twice per academic year and Annual Review meetings, when staff provide an update on how pupils are progressing.
- Parents/carers may approach the school, if they have any questions regarding their child. They will be invited to meet with their child's Class Teacher and where appropriate members of the Leadership Team will discuss processes and procedures and explain about the school.
- The school has an informative website: www.ifieldschool.com

4. How will school staff support my child/young person?

- The EHCP will outline pupils' needs, recommend resources, teaching approaches and multi-agency involvement. The Class Teacher coordinates and oversees the implementation of the EHCP, setting outcomes and short term targets, and sharing these and all the staff who are working with the pupil, where appropriate. Short term targets are reviewed three times per academic year to ensure they are effective and impact on pupils' progress.
- Through rigorous assessments of each pupil, working closely with all agencies and providing personalised curriculum, the school will endeavour to ensure we provide the necessary support for each pupil.
- Through individual assessment, whole school assessment and ongoing research, the school identifies any changes in need and the additional provision required in order to provide the necessary support.
- Ifield School offers a high ratio of staff to pupils. Pupils are supported by members of their class team.
- In exceptional cases pupils with very complex needs may receive 1:1 support. All arrangements will be confirmed when a pupil is admitted to school.

- The school has an 'open door' policy and welcomes parents/carers into school. No parent/carer is asked to leave their child in school, until they are satisfied and confident.
- The school continually carries out a process of self-evaluation, which includes regular learning walks, monitoring of planning and curriculum reviews in response to National initiatives.
- The school's Governors visit regularly and ensure via continual monitoring and regular meetings that standards are maintained and improved.
- The school's most recent inspection took place in November 2023, which confirmed that the school remained outstanding: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/119040>
- Ifield School has been consecutively judged as an "Outstanding School" by Ofsted during 2011, 2014, 2018 and 2023 inspections.

5. How will the curriculum be matched to my child's/young person's needs?

- Ifield School provides a structured, highly differentiated curriculum with matches pupils level of development. Pupils within the Sense and Explore curriculum pathways follow an Early Years curriculum, while those pupils within Innovate and Discover curriculum pathways access an adapted National Curriculum.
- The curriculum is personalised to pupils' individual needs and their learning will be differentiated to enable them to make progress. This may mean that during lessons there will be several levels of work set for the class, most often at an individual level.
- The provision of clear achievable and frequently reviewed EHCP outcomes and targets reflects the needs of the pupil.
- Pupils work at levels appropriate to their attainment and achievements plus a wider curriculum in line with their individual needs.
- Topic themes are the vehicle through which key skills are taught, enabling pupils to recognise and understand the links between learning in different subjects.
- Technology is used to enthuse pupils about learning. The school has full Wi-Fi coverage, with Interactive Smart TVs in all classes and access to a host of laptops and iPads to meet all abilities and needs.
- The school employs specialist Speech and Language Therapists who support developments in the area of AAC, (Alternative and Augmentative Communication), sensory and PMLD, as well as providing an outreach service, we assess pupils for the best and most appropriate communication technologies.
- Pupils are grouped according to their learning needs and learning styles. This ensures they receive the greatest challenge and provides for an appropriate peer group. As teaching staff plan together, where a pupil would benefit from joining a different group for a particular element of the curriculum this can be arranged enabling personalised learning in an individual timetable.
- Pupils are provided with frequent opportunities to learn and develop basic skills across the whole curriculum including the continuous development of independence skills and the building of self-esteem through recognition of pupils' achievements.

- The wider curriculum provides additional learning experiences which add breadth to the curriculum with particular emphasis on life skills and social emotional development.

Profound & Multiple Learning Difficulties (PMLD)

Pupils with PMLD require individual support in order to engage in focussed individual learning and to facilitate active participation. Additionally, they will often require 1:1 support for all of their personal care needs.

Pupils benefit from a multi-sensory curriculum which provides an integrated approach to stimulate the senses such as visual, auditory, olfactory, tactile and kinaesthetic development.

Pupils' progress is assessed via BSquared which tracks small and measurable milestones relevant to the developmental levels of pupils and offers the opportunity to set holistic targets across the curriculum.

A range of strategies are used to facilitate understanding, development and learning including:

- Objects of Reference
- Intensive Interaction
- Movement Opportunities Via Education (MOVE)
- Tac Pac
- Focused work in the Sensory Room
- Focused routine and event markers e.g. specific music for story time.
- Use of gestures, signs, photographs and symbols may be appropriate to support spoken language.

Severe Learning Difficulties (SLD)

As well as some specific teaching strategies identified above (within PMLD teaching strategies), some pupils may additionally benefit from kinaesthetic experiences, practical activities and visual supports within a curriculum offering opportunities for over-learning via repetition, regular practice, routine, consolidation and reinforcement. Learning is aided via visual cues, active participation and continual reinforcement of skills learnt.

Complex Learning Difficulties (CLD)

Pupils with CLD could be working at any level of the National Curriculum. They may include pupils who not only require a differentiated curriculum, but require personalised learning pathways that recognise their unique and possibly changing learning patterns.

Pupils with CLD may demonstrate inconsistent progress, presenting an atypical or uneven profile, due to the compounding nature of complex learning difficulties. They may need specific support and strategies, including augmentative approaches and assistive technologies, to help them engage effectively in the learning process and to allow them to participate actively in the classroom and the wider community.

Older students, in particular those in the Sixth Form, are prepared for independence as they approach adulthood. They are encouraged to take responsibility for their own learning, behaviour and organisational skills and are offered curriculum opportunities including vocational and practical learning and external work experience placements.

As well as taking a range of accreditation pathways, student's strengths in particular areas are recognised and catered for accordingly, for example taking Maths GCSE qualification.

Autistic Spectrum Disorder (ASD)

As well as the above three broad designations, some pupils are additionally diagnosed with ASD.

Typically, such pupils usually benefit from a highly structured curriculum, classroom and daily routine and strategies to manage change.

The following strategies may be incorporated into the daily structure in order to facilitate learning and aid understanding of the 'world', social interactions, routine and expectations:

- Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH)
- Symbols (Widget – Communicate in Print)
- Visual Timetables
- Visual work tasks
- Picture Exchange Communication System (PECS)
- Visual reinforcement to verbal cues e.g. Objects of Reference, Photo cues, Symbol cues
- Individual workstations
- Social Stories
- Structured playtime/ social activity
- Intensive Interaction
- SCERTS – Social Communication, Emotional Regulation and Transactional Support.
- Makaton and sign language
- Attention Autism

- Curiosity Programme
- Little Wandle

It must be noted, however, that the above strategies are not restricted solely to the specified needs' groups and may be used accordingly across a range of needs groups and classes depending on individual learning requirements.

- 14 to 19 year old students follow an accreditation pathway which is appropriate for their ability. This includes following a national recognised qualification which is based around independent living, life skills or personal health and social care. Student needs drive the accreditation they may follow and accreditation does not lead the curriculum. This is characterised by an ethos of high expectations evidenced through additional provisions, such as the Duke of Edinburgh Award.
- The quality of teaching and learning, curriculum, lesson planning and progress are rigorously monitored by the Leadership Team.
- Pupils at Ifield School are continually assessed to ensure that their needs are met and they are given the opportunity to make good or outstanding progress.
- Curriculum pathways are followed, which are planned by school staff using their knowledge of the pupils in their class. Pupils all have varying needs which are met within our highly staffed classes.
- All teaching staff have experience and expertise in the area of special educational need.
- Teaching Assistants support pupils in all areas of the curriculum.
- Differentiation takes place throughout each class in school according to cognitive ability, sensory or physical needs. Staff may work in small groups or individually with pupils to maximise learning.
- The school follows the Early Years Foundation Stage guidance, National Curriculum and the Engagement Model in a creative way and at a level that allows access for all pupils.
- The school offers a wide range of opportunities including regular Hydrotherapy, Sensory activities and offsite educational visits.
- Pupils have varying therapy needs. At Ifield School, we work closely with the Therapy Team to ensure that the pupil's development needs are addressed in a holistic way.

6. What support will there be for my child's/young person's overall wellbeing?

- Ifield School is committed to safeguarding and have robust systems in place to monitor the wellbeing of each pupil. This includes weekly safeguarding meetings, rigorous reporting and recording, including a high awareness of the requirement for Whistleblowing. The school will ask parents/carers for any reasons they may know with regard to any physical injuries in the same manner that the school would provide this information, along with collaboration into investigating any changes in presentation.
- Pupils are supported by a highly structured pastoral system which enables them to develop socially and emotionally as they progress through school.

- Health and Safety is closely monitored with risk assessments undertaken for any and all potentially hazardous activities. The need for risk assessments is also detailed within relevant policies, including all offsite activities. Where particular risk assessments are centred around the pupil, the schools will involve parents/carers and seek their agreement when any activity is outside what parents/carers may expect the school to undertake, e.g. if the school plans to reduce supervision to shadowing when working on independence in the community.
- Ifield School is committed to multi-agency working to ensure that the needs of the whole child are met.
- Additional expertise is provided through the Specialist Teaching and Learning Service which includes collaborative work with Specialist Teachers for the Hearing and Vision Impaired and Early Years. The school also benefits from collaboration with CYPMHS (Kent Children and Young People's Mental Health Services).
- The school employs staff trained as moving and handling trainers ensuring staff have a high level of training and expertise.
- Some pupils have a Health Care Plan which identifies their health needs, including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate.
- Pupil voice is encouraged in all areas of the school through regular meetings of the School Council.
- Pupils, where appropriate, contribute to the Annual Review of their EHCP through a person centred review process. Where possible pupils, know their targets and can describe their next steps of learning to achieve those targets.
- Staff know individual pupils well and any pupil requiring additional support will receive the required support from a staff member.
- Staff build strong working relationships with pupils which supports the delivery of focussed support in areas, such as Personal, Social, Health and Economic Education (PSHE) and Relationship and Sex Education (RSE).
- Ifield School's ethos includes working in partnership with parents/carers, as this is the best way to support pupils and understand how best to meet their needs and wellbeing.
- Ifield School has an exceptional pastoral, medical and social care system which supports both pupils and their parents/carers.
- Staff to pupil ratios are high which mean that staff become very familiar with all pupils' needs and are able to offer support as required.
- Pupils have a caring and positive attitude towards each other encouraged and fostered by the positive example set by staff.
- The PSHE curriculum and British School Values supports pupils in their understanding of their special Educational needs and disabilities.
- Empowerment and the development of self-esteem and confidence are high priorities for the school.

- Provision for pupils with medical needs is a specialism of the school. The school works in partnership with the Special Schools' Nursing Service, ensuring school staff have high levels of training and expertise in this area. Ifield School employs a full time Medical Assistant to support pupils with medical needs.
- The school caters for pupils with a wide range of medical needs. The administration of medicine is managed by class teams and is overseen by the school's Medical Assistant and the Special Schools' Nursing Service. Each pupil has an individual protocol regarding their medical needs and class staff are familiar with each protocol for the pupils with whom they support.
- Each class has access to a fully accessible personal care suite equipped with a ceiling hoist and a changing bed as well as individual accessible toilets.
- The school has a Personal Care Policy which outlines strict procedures for personal care. Many pupils at Ifield School require support with personal care and this is built into their day and managed by experienced support staff.
- Safeguarding procedures at Ifield School are followed to a high level as the school acknowledges the vulnerability of many pupils with special needs.
- All staff receive safeguarding training as part of their induction to Ifield School, complete annual safeguarding training and regular training throughout the academic year to ensure they are fully aware and understand procedures.
- Behaviour at Ifield School is very good. Since 2013, there have been no fixed or permanent exclusions.
- Where appropriate, individual wellbeing support plans and engagement programmes are in place for pupils requiring them.
- Students choose subject options and at post 16 stage make choices about their future pathways.

7. What specialist services and expertise are available at or accessed by the school?

- All educational staff have received specialist training and development. Some teachers, in addition to their teaching qualification, have a second specialist qualification which may be a diploma or a MA in Special Educational Needs. Some support staff have an NVQ level 3 or equivalent qualification or will be offered the support to gain these levels of qualification.
- Both teachers and support staff have a programme of training which ensures they are up to date with the specialist skills necessary for working with pupils with special educational needs and disabilities.
- The school provides training for internal and external professionals and for parents/carers in behaviour and communication, understanding Autism, Makaton, use of AAC (Alternative and Augmentative Communication).
- Ifield School liaises closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs including Social Workers, respite providers, portage workers, consultant Paediatricians and wheelchair services.

- The school is committed to ongoing training for staff and should a pupil present with a need beyond the staff experience knowledge and training will always be sought.
- All staff receive training in first aid and moving and handling. Some staff have specialist medical training in the administration of medicine, including rescue medication and in the administration of gastrostomy feeding.
- The school works in a multi-disciplinary way to support pupils' needs. Pupils at Ifield School access a wide range of professionals according to their needs, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Music Therapists, visual and hearing support services and the community and School Nursing Teams. The school employs 2.25 Full Time Equivalent (FTE) Speech and Language Therapists, a full time Speech and Language Therapy Assistant, an Occupational Therapist two days per week and a full time Occupational Therapy Assistant.
- Therapists work within classes and in their own specialist areas. In addition, 1:1 therapy programmes are undertaken by class teams under the direction of the school's employed Therapists.
- Inclusion placements are arranged into mainstream provisions for some pupils for whom these are appropriate.

8. What training are the staff supporting children and young people with SEND had or are having?

- The school has a thorough induction programme, ensuring all staff receive a core training e.g. safeguarding, whistleblowing, behaviour and communication, Autism, Makaton, moving and handling, epilepsy awareness and any additional training required to meet the needs of the individual pupils with whom they are supporting, e.g. PECS, gastrostomy feeding
- As a research focussed school, we are constantly piloting new strategies and technologies to identify the benefits to drive pupils' achievements forward.
- All staff follow an appraisal programme that identifies training requirements both in terms of individual roles, but also whole school priorities. Staff who provide personal care receive moving and handling, eating and drinking, and medical training as appropriate.
- All teachers and support staff are trained in developing their teaching skills through a rigorous system of learning walks and actions to improve teaching and learning.

9. How will my child/young person be included in activities outside the classroom including school visits?

- Educational offsite visits are designed to enhance curricular and community opportunities for all our pupils and provide a wider range of experiences for our pupils than could be provided on the school site alone as well as promoting the independence of pupils.
- Pupils have the opportunity to take part in a range of residential activities appropriate to their individual needs.
- The school has six minibuses, which are used for a variety of educational visits, including visits to local community facilities.
- All visits and activities are risk assessed to ensure they are appropriate for individual pupils.

- Before any residential visit, opportunities are provided for parents/carers to play an active role in discussions regarding the visit.
- The school has regular curriculum focus weeks when a single curriculum area is made a focus for learning, enabling pupils to have a total immersion within a subject.
- Within the Sense and Explore curriculum pathways, all areas of learning are offered both inside and out through a continuous provision model and includes sensory, physical, creativity, risk taking, social interaction and imaginative role play. There is a significant amount of equipment to explore, bikes, sand, water.
- The outside environment is designed to enhance engagement and learning.
- All pupils are included in educational offsite visits and activities outside the classroom supported by class staff who are familiar with their needs.
- Activities are organised throughout each term which support the many curriculum themes offered.
- Outside play during break and lunch times is supervised by class teams. All pupils are encouraged to be active and engage with playground games.

10. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- Parents/carers are invited to visit the school prior to applying for a place and at any time via the application process.
- Before a pupil joins Ifield, a member of the Leadership Team visits the pupil at their school or nursery setting to discuss the pupil's needs and to observe them.
- The school works closely with parents/carers and the Local Authority to ensure that pupils are offered provision that meets their needs.
- Pupils are encouraged to access transition opportunities, such as visiting the class for transition sessions.
- At the end of each academic year the school provides an opportunity for pupils and staff who will be moving classes to visit their new class and meet the new staff and their peers.
- Most pupils undertake a period of work experience in order to gain an understanding of the world of work and they access a curriculum that offers opportunities to develop independence and work skills.
- Where appropriate the school will provide Social Stories and/or visuals to enable a pupil to prepare for any change, such as a move to a new class. In these instances, the school will work closely with parents/carers to ensure the transition is as smooth as possible. This support is extended to support pupils if the family is moving house or when a new sibling is due.
- Transition planning is a vital part of the Annual Review process from year 9 onwards. The school works closely with parents/carers and hosts meetings throughout the last two years of the young person's placement to ensure everything is in place.

- Where possible, the school will support pupils to attend pre-visits and spend time in a new placement and will also liaise with future provisions to have all the necessary strategies in place to make a transition successful. The school will also continue to liaise after the pupil has left to ensure future placements can be maintained and supported.
- The extra curricular activities offered are part of the school's aim to raise a positive awareness of our young people in the community, and this is achieved through involvement in events, including the PE Enrichment Programme.
- Information such as current reviews, Annual Review paperwork, EHCPs, Therapy and medical reports are all shared with all professionals involved.
- Students leaving school for FE colleges or residential colleges will be supported.
- A period of transition will be supported by staff at Ifield School to ensure that staff are fully aware of any individual educational, medical and care needs.

11. How are the school's resources allocated and matched to children's/young people's special educational needs?

- The significant proportion of the school's funding provides a high staffing ratio to ensure small group, paired work and 1:1 teaching provision is maintained.
- Where pupils are in receipt of Pupil Premium this is used to ensure that they are achieving at least at the level of their peers. Please see Pupil Premium Impact Statement.
- All pupils at Ifield School in receipt of Pupil Premium progress exceptionally well and consequently the funding is used to raise the attainment of all pupils.
- Individual assessments of pupils are used to identify what specific provision is required to best support pupils' progress. This is recorded and measured to identify the extent to which it has had a positive impact on their progress. Ifield School monitors the effectiveness of the provision provided for each pupil, identifying what works, so that funding can be appropriately targeted.
- All classes are provided with resources to ensure the delivery of a personalised curriculum.
- Funding for all pupils at Ifield School is made via the Local Authority. All pupils receive a planned placement and top up funding dependent upon their level of special educational need.
- The school budget is set and managed by the Headteacher in consultation with the Governing Body.

12. How are parents/carers involved in the school? How can I be involved?

- We aim to work in close collaboration with parents/carers.
- Successful outcomes for pupils are accelerated and successful when parents/carers and school works together.
- Communication channels include:
 - School Website
 - Telephone conversations
 - Open afternoons

- Arbor text message service
- Home/school journals
- Evidence for Learning
- Annual Reviews
- Parents Evening – twice yearly
- Monthly School Newsletters
- Termly Curriculum Newsletters
- The school will ensure that parents / carers are provided with up to date information regarding school dates and events.
- The annual survey provides parents/carers with an opportunity to provide feedback.
- The Friends of Ifield School is an active forum providing several events a year for pupils and families to visit school and socialise.
- There are regular opportunities available for parents/carers to discuss concerns where necessary. The school will ensure parents/carers receive clear knowledge and information regarding their child's progress.
- Parents/carers are always welcome to visit school by prior arrangement and telephone calls between home and school are made frequently.

13. How is the decision made about what type and how much support my child/young person will receive?

- The EHCP will outline the support required. In addition the school will undertake a personalised assessment of each pupil to identify what additional provision, resources and staffing each pupil would benefit from having access and the school will work with parents/carers to inform them of information will be provided.
- Each pupil will arrive with funding based on their needs. Ifield School are open and transparent with parents/carers regarding the use the funding received to maximise the learning opportunities for their child.
- The approaches used will be based on an assessment of need and this includes ensuring the best learning style and environment for each pupil, alongside providing an appropriate learning peer group.
- Pupils are grouped to provide appropriate peer/learning groups of pupils across an age group based on ability, learning style, learning approaches and the curriculum offer that will best meet pupil needs. Curriculum pathways are flexible and a pupil may move between curriculum pathways for certain areas to ensure our offer is as tailored as possible.

14. How are children and young people included in the planning for their support and provision?

- Pupils form good relationships with their class teams which enables them to express their views which are incorporated into every aspect of their education and make choices about their learning.
- Before entry into school older pupils are encouraged to make preliminary visits and express their opinions about the provision.
- Pupils contribute towards their Annual Review meetings and some secondary aged pupils attend the meetings and join discussions.

- The school has an active School Council whose members express opinions about school and make suggestions which support planning for future developments.
- Some pupils in the secondary department are involved in county wide advocate groups.
- Pupils are encouraged to develop self-advocacy and independence.

15. How does the Governing Body involve other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with Special Educational Needs and in supporting the families of such pupils?

Ifield School is committed to multi-agency working to ensure that the needs pupils are met.

The school and Governing Body engage with a range of multi-agency professionals including but not limited to:

- Kent Safeguarding Children Multi-Agency Partnership
- Early Help
- Social Services
- NHS Kent Community Health / School Health / Special School Nursing Service
- Educational Psychology Service
- Disabled Children's Service for support to some families and pupils
- Access to NHS service level agreement for Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of professional networks

Ifield School is a member of the Kent Special Educational Needs Trust (KsENT)

16. Who can I contact for further information?

- For parents/carers the first point of contact is their child's Class Teacher.
- If parents/carers require more general information about the school, contact the school office who can signpost with the most appropriate person to answer your questions / offer support.
- The Headteacher, Mrs Maddie Arnold-Jones can be contacted on 01474 365485.
- The Chair of Governors, Mr Iwan Davis can be contacted via the Governance Professional on 01474 365485.
- Parents/carers can contact the Local Authority on 03000 419345 to discuss placement queries relating to their child.
- The school's web site is: www.ifieldschool.com. The website contains further information about the school.
- The Local Authority's Local Offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs>.
- Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options regarding educational matters for parents/carers who have children with special educational needs or disabilities (0-25) including health and social care. The aim is to empower parents/carers, children and young

people to fully participate in discussions and make informed choices and decisions and to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 41 3000

Email: iask@kent.gov.uk

www.kent.gov.uk/iask

17. What should I do if I have a complaint?

- Ifield School encourages parents/carers to discuss their concerns with the Class Teacher or a member of the Leadership Team as soon as the concern is raised and before a formal complaint is made. It is important that complaints are dealt with swiftly and efficiently, as this can have a negative impact on all concerned.
- Please refer to the school Complaints Procedure Policy for clarification.
- There are some circumstances, usually for pupils who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Single Equalities Scheme Impact Assessment

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Ifield School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school.

Reviewed Date: Spring 2025

Review Date: Spring 2027

Signed by Headteacher:

Signed by Chair of Governors:.....