

**THE CEDAR FEDERATION**

**IFIELD SCHOOL**

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

Date: Spring 2019

Review Date: Spring 2020

# Ifield School

## SEN & Disability Policy/SEND Information Report

Issued on 28<sup>th</sup> March 2019

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

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

– Behaviour & Wellbeing Policy, Safeguarding and Child Protection Policy, Homework Policy, Complaints Policy

### **Definition of SEN**

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her 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' *SEN Code of Practice (2015, p16)*



## SEND INFORMATION REPORT

<b>Address</b>	Cedar Avenue, Gravesend, Kent, DA12 5JT
<b>Phone Number of School</b>	01474 365485
<b>Fax Number</b>	
<b>Email of Executive Headteacher</b>	<a href="mailto:abirch@ifield.kent.sch.uk">abirch@ifield.kent.sch.uk</a>
<b>Email of Head of School</b>	<a href="mailto:mjones@ifield.kent.sch.uk">mjones@ifield.kent.sch.uk</a>
<b>Website</b>	<a href="http://www.ifieldschool.com">www.ifieldschool.com</a>

### School's Inclusion/Mission statement

Ifield School is a maintained foundation special school situated in Gravesend, Kent. The school caters for over 200 pupils and students from age 4 to 19 with a wide range of profound, severe and complex special educational needs and cognitive abilities. Special needs include autism, communication & interaction difficulties, physical disabilities, medical needs and associated learning difficulties.

Currently, 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: one which allows everyone to learn and achieve, with self-esteem and respect for others in the community, so that they are able to take their place in society with confidence and pride.

### 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?

- Home / School journals, class staff share information with you and ensure you are as involved as possible in your child's progress.
- Parents for whom English is not their first language are offered the opportunity of a translator at Annual Reviews, where possible, communications are translated or parents/carers are signposted to a translation facility.
- Provide new pupils / students with a welcome sheet / booklet similar to the termly newsletter with photos of staff and offers of visual supports to support their transition into school
- As part of our commitment to working with parents we provide a variety of training programmes through the Smile Centre.

- Should you have any questions regarding your child's progress we will want to be able to discuss this, and work with you to resolve them. The school has an open door policy and encourages parents to become as involved as possible.
- All pupils have personalised targets that will address barriers to learning and equally maximise learning potential. Your child's progress is measured on a termly basis using a range of assessments tools including Pupil Asset (a database against which we can measure and benchmark progress against other pupils with similar needs locally and nationally). Pupils are set targets annually at the Annual Review and these are reviewed termly.
- We will share the data on your child 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 your child, but in our behaviour expectations. We believe in a focus on whole child development.
- We will want to involve you in discussing progression routes for your child during parent/carer evenings or annual review meetings in school.
- Pupils at Ifield School are formally assessed termly and extensive evidence of achievement is collated.
- Photographic records of achievement are kept for some pupils.
- Annual reviews are held to consider a pupils' statement and review 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 pupils EHCP.)
- Parents are able to visit school to meet with staff, a phone call to arrange a mutually convenient time is all that is required.
- A school newsletter is sent home bi- termly which describes general events and news about school.
- Staff regularly phone parents.
- At the beginning of each term an outline of the planning for the child's class is sent home to inform parents of how to support them to help with homework where appropriate.
- Parents are invited to take part in a variety of events and activities at school throughout the year such as class assemblies, PE Enrichment afternoons, open mornings/afternoons and seasonal events.

## **2. How accessible is the school environment?**

- The school has a secure site with high perimeter fence and 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 health 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 PMLD & SLD pupils.
  - Fitness equipment with rowing machine, cross trainer, interactive bike, walking /running machine
  - Ifield Life, fully functional, equipped house used to teach life skills
  - Ifield Woodland
- The school makes the most of green and outside spaces to provide a calm, welcoming and safe environment.
  - Disabled 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.
  - The multi-disciplinary approach to our work with pupils ensures that their all-round developmental needs are 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 your child requires.
- We foster a joint collaborative approach and we believe the primary source of information and insight into any child is their parents.
- We use a range of assessment tools, both internal, County wide and National to measure the progress of each individual pupil. This ensures we have personalised information on your child's progress which we will share with you on both a termly and annual basis.

- Close collaborative working with you, therapists and other practitioners such as specialist teachers for Hearing and Visual Impairment and Educational Psychologists, ensures we identify where any additional support which may be of value for your child, and with your agreement referrals will be made.
- We provide parents with copies of their child's timetable. We invite you to discuss progress and future targets with us at Annual Reviews and at end of term parent meetings, when we will provide a report on how your child is achieving.
- Parents may approach the school themselves if they have questions regarding their child. They will be invited to talk to class teachers and where appropriate senior staff who will discuss processes and procedures to them and explain about the school.
- The school has an informative website: [www.ifieldschool.com](http://www.ifieldschool.com)

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

- The EHCP will outline your child's needs, recommend resources, teaching programmes and multi-agency involvement. The class teacher coordinates and oversees the implementation of the plan, setting outcomes and sharing these with you and all the staff who are working with your child and with your child where appropriate. Outcomes are reviewed termly to ensure they are effective and impact on your child's progress.
- Through rigorous assessments of your child, working closely with all agencies and providing personalised programmes of study we will endeavour to ensure we provide every support for your child.
- Through individual assessment, whole school assessment and on-going research we identify any changes in needs and the additional provision that we need to develop to provide for this.
- Ifield School offers small classes and a high ratio of staff to pupils. Pupils are supported by members of their class staff.
- In exceptional cases pupils with very complex needs may have one to one support. All arrangements will be explained when a pupil is admitted to school.
- The school has an 'open door' policy and welcomes parents into school. No parent is asked to leave their child in school until they are happy and confident to do so.
- The school continually carries out a process of self-evaluation which includes lesson observations, the monitoring of planning and curriculum reviews in response to National initiatives.
- The school governors visit regularly and ensure through continual monitoring and regular meetings that standards are maintained and improved.
- Ofsted inspections take place regularly. The school's most recent inspection was in May 2018 when a grade of 'Outstanding' was awarded : <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 in our 2011, 2014 and 2018 inspections.

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

- The curriculum is personalised to pupils' needs and their learning will be differentiated to enable them to make progress. This may mean that in lessons there will be several levels of work set for the class, most often at an individual level.
- The curriculum is themed where appropriate and relevant to enable pupils to recognise and understand the links between learning in different subjects.
- Learning is focussed on being relevant, meaningful and progressive. The school measures pupil wellbeing using the Leuven Scale of Involvement to identify how well different approaches enable pupils to focus on learning. In this way we can personalise approaches to help pupils attend to learning.
- 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 computers and tablets to meet all abilities and needs.
- We employ 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 that they receive the greatest challenge and provides for an appropriate peer group. As teachers plan together, where a pupil would benefit from joining a different group for a particular element of the curriculum this can be managed enabling personalised learning in an individual timetable.

### Profound & Multiple Learning Difficulties (PMLD)

Pupils with PMLD are generally defined as those functioning between P1-P3 at the end of Key Stage 2 and will often 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 *Routes for Learning* 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. candle for assembly or specific music for story time.
- Use of gestures, signs, photographs and symbols may be appropriate to support spoken language.

### Severe Learning Difficulties (SLD)

Pupils with SLD are defined as those:

- functioning between P4-P7 at the end of Key Stage 2 and
- P4-(old) NC1 at the end of KS4

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, including P scales. They may include pupils who do not simply 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.

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. Again, 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 and Sports Leaders.
- 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.
- Individual pathways are followed, planned by school staff using their knowledge of the pupils in their class - pupils all have varying needs which are met within our small 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 and the National Curriculum 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, soft play, sensory room activities and off site visits.
- Pupils have varying therapy needs. At Ifield we work closely with the therapists to ensure that the pupil's all round development needs are addressed.

#### **6. What support will there be for my child's/young person's overall well-being?**

- We are committed to safeguarding and have robust systems in place to monitor the well-being of each pupil. This includes a focus on child protection with half termly meetings that review every child as a matter of course and rigorous reporting and recording including a high awareness of the requirement for Whistle Blowing. We will ask parents and carers for any reasons they may know of with regard to any bumps and scrapes in the same manner that we would happily provide this information along with collaboration into investigating any changes in presentation.
- Health and Safety is closely monitored with risk assessments undertaken for any and all potentially hazardous activities. The need for risk assessments is also built into all curriculum policies and the daily running of the school including all off-site activities. Where particular risk assessments are centred around the pupil we involve parents and seek their agreement when any activity is outside what parents may expect the school to undertake, e.g. if we plan to reduce supervision to shadowing when working on independence in the community.
- We are 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 the CAMHS service. (Child and Adolescent Mental Health Service)
- 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 care 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 student council and eco 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 very well and any pupil requiring additional support will be offered it from a staff member.
- Staff build strong working relationships with the pupils which supports the delivery of focussed support in areas such as PSHE and Relationship & Sex Education.
- Built into all that we do is the ethos of working with parents as this is the best way to support the pupil and understand how best to meet their over-all well-being.
- Ifield School has an exceptional pastoral, medical and social care system which supports both pupils and their parents.
- Classes are small and staff to pupil ratios are high which mean that staff become very familiar with all of the pupil's 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 needs.
- 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. There is a School Nurse on the premises and school staff have high levels of training and expertise in this area.
- The school caters for pupils with a wide range of medical needs. The administration of medicine is managed by class staff and is overseen by the School Nurse. Each pupil has an individual protocol regarding their medical needs and class staff are familiar with each protocol for the pupils with whom they work.
- Each class at Ifield has access to a fully accessible bathroom equipped with a ceiling hoist and a changing bed as well as individual accessible toilets.
- The school has an intimate care policy which lays out strict procedures for personal care. Many pupils at Ifield require support with personal care and this is built into their day and managed by experienced support staff.
- Safeguarding procedures at Ifield are followed to a high level as the school acknowledges the vulnerability of many pupils with special needs.
- All staff have received safeguarding training and are fully aware of procedures.
- Behaviour at the school is very good. Over the past five years there have been no fixed or permanent exclusions.
- Where appropriate, individual behaviour plans and engagement programmes are in place for pupils requiring them.
- Students choose subject options and at post 16 level make choices about their future pathways.

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

- All of our educational staff have had specialist training and development. Many 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 keeps them up to date with all of the specialist skills necessary for working with children with special educational needs.
- The school provides training for internal and external professionals and parents in Behaviour and Communication, Understanding Autism, MAKATON, use of AAC, (Alternative and Augmentative Communication).
- The school is a School Direct provider, is the lead school in the Thames Teaching Alliance (TTA) and member of the Collaborative Learning Alliance of Special Schools (CLASS), providing teacher training for graduates looking to qualify to teach in a special school setting.
- The school is designated Teaching School leading The Thames Teaching Alliance.
- The Executive Headteacher has worked in the education sector since 1993 in various capacities as a teacher and a leaders in a range of school settings and also as a Her Majesty's Inspector (HMI) prior to joining The Cedar Federation.
- We liaise 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, wheelchair services, etc.
- 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 pupil's all round needs. Pupils at Ifield access a wide range of professionals according to their needs: physiotherapists, occupational, music and speech therapists, the visual and hearing support services and the community and school nursing teams. The school employs three full time Speech and Language Therapists and an Occupational Therapist one day a week.
- Therapists work within classes and in their own specialist areas. In addition to one to one therapy programmes are undertaken by class staff 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 in, Safeguarding, Whistle Blowing, Behaviour and Communication Understanding, Understanding Autism, MAKATON, Moving and Handling, Epilepsy Awareness and then any additional training required to meet the needs of the individual pupils with whom they are working, e.g. PECS, Gastrostomy Feeding
- Teachers undertake Treatment and Education of Autistic and Communication-Handicapped Children (TEACCH) training.
- As a research focussed school we are constantly piloting new strategies and technologies to identify the benefits to drive learners 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 lesson observation and actions to improve teaching and learning.

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

- Our off-site 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 our pupils as learners.
- Pupils have the opportunity to take part in a range of residential activities appropriate to their individual needs.
- The school organises after school clubs offering a range of activities, largely chosen by the pupils themselves.
- The school has 5 minibuses and a 7 seater car which are used for a variety of educational and leisure outings, 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 be an active part in discussions around 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 in a subject.
- At Nursery, all areas of learning are offered both inside and out through 'freeflow'; Space/sensory/physical/creativity/risk taking/social interaction/fun/ imaginative role play. There is a significant amount of equipment to explore, bikes, sand, water. Opportunities in all weather conditions as appropriate.
- The outside environment is designed with learning in mind.
- All pupils are included in school 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 staff. 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 are invited to visit the school prior to applying for a place and at any time through the application process.
- We work closely with parents 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 taster days or part days.
- At the end of each year the school provides an opportunity for staff and pupils who will be moving classes to visit their new class and get to meet the new staff they will be working with.
- 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 photographs to enable a pupil to prepare for any change, such as a move to a new class. In these instances we work closely with the parents to make the transition as smooth as possible. We extend this work to support pupils where the family may be 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 the parents and hosts regular meetings with parents throughout the last 2 years of the young persons placement to ensure everything is in place.
- Where ever possible the school will support pupils to make 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 follow this up after the pupil has left to ensure future placements can be maintained and supported.
- The extra curricular activities offered are part of our aim to raise a positive awareness of our young people in the community, and this is achieved through involvement in events and the PE Enrichment Programme.
- Information such as current reviews, annual review paperwork, statements and current therapy and medical reports are all shared with all professionals involved.
- Students leaving school for FE colleges or residential colleges will be supported.
- Many students attend local colleges on linked courses prior to leaving Ifield.
- A period of transition will be supported by staff from Ifield 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 schools funding provides a high staffing ratio to ensure we maintain small class sizes that enable small group, paired work and 1:1 teaching provision.
- 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 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 going to be needed to best support the pupil's progress. This is recorded and then measured to identify the extent to which it has had a positive impact on their progress. In this way we monitor the effectiveness of the provision provided for each pupil, identify what works so we can target funding in that direction and equally what we may need to develop to build on the impact gained.
- All our classes are provided with resources to ensure the delivery of a personalised curriculum.
- Funding for all pupils at Ifield 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 Executive Headteacher in consultation with the Governing Body.

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

- We aim to work in close collaboration with parents.
- Successful outcomes for pupils is accelerated and successful when parents / carers and school work together.
- Communication channels such as:
  - School Website
  - Telephone conversations
  - Open afternoons
  - Text message service
  - Home/school journals,
  - Annual Reviews
- The school will ensure that parents / carers are given up to date information regarding school dates and events.
- The school will involve parents / carers as soon as a concern has been raised.
- The annual survey provides parents with an opportunity to comment on the school and all comments receive feedback.
- The Friends of Ifield School is an active forum providing several events a year for parents and families to visit school and socialise.

- There are regular opportunities available for parents / carers to discuss concerns where necessary. Open evenings and consultation evenings take place regularly. The school will ensure parents have clear knowledge and information about progress.
- Parents are always welcome to visit school by prior arrangement and phone 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 your child would benefit from having access to and we will work with you to inform you of how we will provide this information.
- Each pupil will come with a banding level under the new funding formula. We are open and transparent with parents about how we will use the funding received to maximise the learning opportunities for your child.
- The approaches we will use will be based on an assessment of need and this includes looking at the best learning style and environment for your child alongside providing an appropriate learning peer group.
- We group pupils 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. Groups are flexible and a pupil may move between groupings for certain areas of delivery 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 staff 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 in 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?**

The Governing Body have engaged with the following bodies:

- 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

#### **16. Who can I contact for further information?**

- For parents the first point of contact is your child's class teacher.
- If you need more general information about the school contact the school office who can signpost you with the most appropriate person to answer your questions / offer support.
- The Executive Headteacher, Mrs Abigail Birch can be contacted on 01474 365485;
- The Chair of Governors, Mr Andrew Sparks can be contacted via the Clerk to Governors on 01474 365485.
- You can contact the local authority on 03000 419345 to discuss placement queries relating to your child.
- The school's web site is: [www.ifieldschool.com](http://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 around educational issues for parents who have children with special educational needs or disabilities (0-25) including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

**HELPLINE:** 03000 41 3000

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

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

- We encourage parents / carers to discuss their concerns with their form tutor or a member of the Leadership Team as soon as the concern is raised and before a formal complaint is made. It is important to us 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 and Policy for clarification.
- There are some circumstances, usually for children who have a Statement of SEN or 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 2019

Review Date: Spring 2020

Signed by Chair of Governors:.....

Signed by Executive Headteacher:.....

Signed by Teaching, Learning and Assessment Committee.....