



SEND Information Report 2021/2022

Introduction



Ivel Valley School is an area special school which provides specialist educational provision for pupils aged from 3 to 19. Pupils predominantly live in the north and east of Central Bedfordshire however; they can come from farther afield including pupils from Hertfordshire, Cambridgeshire and Bedford Borough. The school is the result of an amalgamation of two special schools; this has resulted in the school retaining two sites in Biggleswade. The school retained an Ofsted judgement of 'good' in May 2018 (Section 8 inspection). The school is split into the 'School' and the 'College', where College provides education for young people and young adults in Key Stage 5. Additionally, there are three Ivel Valley satellite classes based at Biggleswade Academy catering for children in Key Stages 1, 2 and 3. Pupils based in satellite classes access an enhanced level of inclusion, including wearing the uniform of their host school and joining lessons where appropriate.

Pupils at Ivel Valley School all have an Education, Health and Care Plan (EHCP). Our pupils have a variety of special educational needs and impairments including autism, cerebral palsy and Down's syndrome; most pupils have either 'severe learning difficulties' or 'profound and multiple learning difficulties'. Some pupils may also require additional support in order to meet their social, emotional and mental health needs where these are combined with their learning difficulties.

Ivel Valley School is commissioned to provide an outreach service, who work with mainstream schools to support children with SEND in the wider community. Ivel Valley School works closely with the local Children with Disabilities team, (CWDT.) The team is co-located within the school on the college site. This is known as the 'HUB' and this facility is used by the community to support pupils, young people with SEND and their families and carers. We also have a co-located children's home,

Maythorn, which is operated by Central Bedfordshire Council. Currently all Maythorn residents are also pupils at Ivel Valley School.

Inclusion is at the heart of what we do at Ivel Valley. All pupils are educated alongside their peers in classes that are arranged by age and key stage. This approach supports social communication and emotional regulation and is one of the ways that ensures we maintain high expectations for our pupils.

Our curriculum is based around seven key areas of learning. We teach through play and exploration throughout the school. We believe that pupils learn best and retain their learning best through these approaches.

We have high levels of expectations for all our children and young people and we aim to fully extend their academic and social development. High levels of staffing and individualised learning programmes ensure both the learning and social needs of each individual are met within their class.

Throughout their time at Ivel Valley School young people may receive varying levels of support according to their changing needs and circumstances.





Statutory Information



What kinds of SEN are provided for?

Ivel Valley is an area special school that caters for a wide range of needs. Ivel Valley provides education for pupils with moderate learning difficulties, severe learning difficulties and profound & multiple learning difficulties.

Our pupils have a wide range of diagnoses including Autism, Down's Syndrome, and Cerebral Palsy. Additionally, some of our pupils may have social, emotional and mental health needs alongside their other special educational needs.

What kind of arrangements are in place for consulting parents/carers and involving them in their child's education?

- Annual reviews of the pupil's Education, Health and Care Plan (EHCP) for pupils over five

- 6 monthly reviews of the pupil's EHCP for pupils under five
- Termly consultation evenings with parents/carers with your child's teacher
- Regular informal contact through the Class DoJo application
- Sharing of assessment observations through Evidence for Learning (coming in late 2020)
- Whole school parent/carer consultations regarding important developments, such as curriculum development
- Teachers post some of the learning activities that pupils have participated in on Class DoJo each week, this allows parents/carers to support their children's learning through similar activities

Friday 18th September 2020

The day started with the pupils completing their weekly spelling test. All pupils did really well and have shown great understanding for new spellings. Once they had finished their spellings they then read.

The morning saw the pupils complete an Outdoor Learning activity where they foraged for and collect natural materials to make mystical potions.

After collecting a variety of natural materials pupils came back to class and began to mix their potions together using a mortar and pestle. Once they had completed their individual potion they named it and said what it would do. Pupils then combined their individual potions to create a Super Potion between 4 of them. Again they named it and stated what it would do.

This afternoon the pupils continued their Physical Development lesson on fine motor skills by continuing to build the Lego or Meccano kit.

5 likes 1 comment 15 views

Like Comment



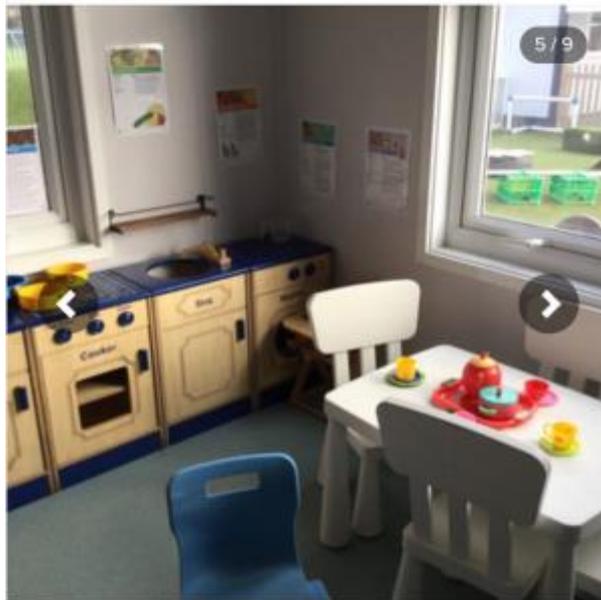
Mr. Fisher
2020/2021 K2 (Howard Fisher)

Sep 18



Ms. Collingwood
2020/2021 FROG (Amber Collingwood)

Sep 9



Activities set up ready for today. 😊

5 likes 20 views

Like

Comment



How are pupils involved consulted and involved in their education?

- Participation in EHCP reviews where possible
- School council representation for each class
- Consultation on curriculum developments
- Pupil led learning in many parts of the day, play and enquiry based learning
- In Key Stages 4 and 5 pupils choose many parts of the curriculum (in addition to the compulsory core offer) including vocational learning

How are pupils assessed and how is their progress towards outcomes reviewed?

- Pupils are assessed against the school curriculum using an app called Evidence for Learning, this allows staff to observe pupils' learning and see if they can apply what they have learnt independently (Early Years and Key stage 3)
- Parents and carers will be able to see observations of their child through the Evidence for Learning application during 2021-2022 academic year (piloted in 2020/2021)
- Pupils are encouraged to reflect on their own progress and learning during structured play and exploration opportunities
- Pupils in Key Stage 4 and 5 access different levels of accreditation depending on their prior attainment, this information is shared with the pupils and parents/carers

- Progress against EHCP outcomes is evaluated at EHCP reviews
- Teachers participate in termly pupil progress meetings with senior leaders to discuss the progress of pupils against curricular and EHCP targets

How are pupils supported to move between phases of education and how are they prepared for adulthood?

- Preparing for adulthood is integrated throughout the curriculum at Ivel Valley School
- Preparation for adulthood starts from Early Years, by the time pupils reach College their whole curriculum revolves around PfA
- Ivel Valley School is a 3 - 19 school, transitions between key stages are carefully managed through teacher meetings and consistent planning around pupil needs
- Pupils moving the College from the School are supported through individual transition plans and a settling in period right at the end of year 11
- Ivel Valley School employs a Transitions Co-ordinator who is responsible for pupil transitions into post-16/post-19 provisions after their time at Ivel Valley, pupils are taken on visits to new provisions, supported to make choices about their courses and supported with their applications
- Ivel Valley has a comprehensive careers programme, [information about which can be found here](#).

What is the Ivel Valley approach to teaching pupils?

Ivel Valley adopts play and exploration based approaches for teaching pupils. More information about our curriculum can be found here: [Ivel Valley Curriculum](#)

How are adaptations made to the curriculum and learning environment for pupils with SEN?

- Adaptations are made for each pupil as required, Ivel Valley is set up provide an enabling environment for as many pupils as possible without the need for further changes
- Senior leaders are continuously striving to develop the physical environment of the school, college and satellite sites to better meet the needs of pupils and reflect the changing requirements of pupils and the curriculum. This includes outdoor learning environments
- Ivel Valley staff work alongside speech and language therapists, occupational therapists and physiotherapists to ensure that the curriculum and learning environment is suitable for all pupils
- The Ivel Valley curriculum is specifically designed for pupils with SEN



1 - Lower KS2 Outdoor Learning Environment **Reading Teepee**



2 - Lower KS2 Outdoor Learning Environment **Water Wall**



What additional support for learning is available to pupils with SEN?

Additional support is available in a number of areas of learning and development including, but not exclusively:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- [Positive Behaviour Support](#)
- [The MOVE Programme](#)
- More information can be [found here](#)

What expertise do staff have and what training do they receive?

Staff at Ivel Valley have particular expertise in a number of areas including:

- Curriculum development and assessment
- Positive Behaviour Support
- The MOVE Programme
- Moving and Handling
- Team Teach (up to Advanced level where required)
- Educating pupils with Autism
- Forest schools and outdoor learning
- Physical education and sports

Staff receive training in all of these areas, in addition they complete training in a number of key areas including mandatory medical training, health and safety training and safeguarding.

How will equipment and facilities to support children and young people with SEN be secured?

Pupils' EHCPs are examined and scrutinised prior to their start at Ivel Valley. Equipment and facilities can be secured in advance of a pupil's admission. The school subscribes to a cooperative equipment provider at Millbrook. The school has access to the Local Authority Accessibility and Inclusion Fund and SEND Capital Fund for specific funding bids.

The school does not have its own hydrotherapy pool, where required pupils access the hydrotherapy pool at another school. However, this is subject to availability and COVID restrictions.

How is the effectiveness of the provision made for pupils with SEN reviewed?

The effectiveness of provision is reviewed throughout the year:

- The school has a robust monitoring schedule to ensure that pupils receive a high quality education

- Annual reviews of the pupil's EHCP
- Two weekly meetings with medical and social care colleagues to review individual cases
- Pupil Progress Meetings with every teacher once a term
- Governors oversee the work of the senior leadership team
- The senior leadership team maintain a strategic overview of the school and evaluate the effectiveness of provision through the school self-evaluation and school improvement & development plan

How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEN?

Every pupil in the school has SEN and an EHCP. However, the school is organised with inclusivity at its heart, meaning that pupils are educated alongside peers with differing abilities and needs.

Pupils at the Biggleswade Academy satellite classes are able to access classes alongside their mainstream peers where possible. They also access collective worship, meal and play times with their mainstream peers.

How is the social and emotional development of pupils supported?

The social and emotional development of pupils is supported in a number of ways. Personal, social and emotional development is a core element of the school [curriculum](#). Staff are trained to proactively support pupils and all classroom staff receive Team Teach behaviour support training (minimum level 2).

Positive Behaviour Support was rolled out across the school in 2020. Pupils receive very specific praise and awards aligned to the PBS approach. Pupils are expected to abide by the Ivel Valley Golden Rules.



How does the school involve other bodies, including health, social care, the Local Authority, and voluntary sector organisations in meeting pupils SEN and supporting their families?

Ivel Valley School staff have excellent relationships with colleagues from across other agencies including:

- Regular half-termly meetings with health and social care colleagues

- Regular liaison with colleagues from various disciplines with responsibility for this delegated to senior and middle leaders
- Regular (currently 2 weekly) meetings with the Local Authority
- Half-termly case reviews with the Children with Disabilities Team (safeguarding)
- Ivel Valley employs a Family Support Team to support families
- Ivel Valley allows (at cost) access to local SEN community groups, including Autism Bedfordshire
- Ivel Valley operates an outreach service for Central Bedfordshire mainstream schools

How does the school support pupils who are looked after by the Local Authority?

The school has a designated teacher for children who are looked after, Ruth Ellison, who can be contacted through the school office on 01767 601010. Ruth liaises with carers and professionals to ensure that pupils in the care of the LA make progress equal to that of their peers. Ruth supports teachers to participate in pupils' reviews and personal education plan meetings.

Information about how Pupil Premium is spent can be found on our [school website here](#).

What are the arrangements for handling complaints from parents/carers?

Our Complaints Procedure can be found on our [website policies page](#).

How can I contact support services for my child with SEN?

You can find lots of useful information on our website in the [resources for families section](#).

Who do I talk to if I have a concern?

You should first contact your child's teacher, if you are still concerned you should contact a member of the senior leadership team on 01767 601010.

Your named contacts for pupils in Early Years to Key Stage 3 are:

- Ruth Ellison (Assistant Principal)
- Rachel Kruger (Acting Assistant Principal)
- Tom Potts (PBS Lead)

Your named contact for pupils in Key Stage 4 and College is:

- Roger Williams (Assistant Principal)

Alternatively, our family support team can be contacted on 01767 601010.

The Local Offer



[Central Bedfordshire Local Offer](#)

[Ivel Valley Local Offer](#)

Admissions



Admissions to Ivel Valley School are managed by the Local Authority.

All pupils at Ivel Valley have an Education, Health and Care Plan.

If you would like to apply for a place at Ivel Valley School please see our [admissions page](#) for further information.

Pupils with Physical Disabilities



What steps have we taken to prevent physically disabled pupils being treated less favourably than others?

Inclusion runs throughout all of our approaches at Ivel Valley. Pupils with physical disabilities are educated alongside their peers. Pupils with physical disabilities have helped to develop the school accessibility plan, this is regularly reviewed by school leaders.

The school is level access and all areas are fully accessible. The school has applied to the Central Bedfordshire Accessibility and Inclusion Fund to develop its facilities. This will include the development of an inclusive teaching kitchen at the College in late 2020.

School policies are being developed to include specific references to the Equal Opportunities and the Equality Act 2010.

The Ivel Valley Accessibility Plan [can be found here](#).

This Report



This report was produced by Joe Creswick, Principal in November 2021

It was submitted for Governors approval on DATE