



SEND Information Report

Date:
October 2022





Ivel Valley School and College

Ivel Valley School and College is an area special school which provides specialist educational provision for pupils aged from 3 to 19. Pupils predominantly live in the east of Central Bedfordshire, however they can come from farther afield, including pupils from Hertfordshire. 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). Ivel Valley is split into two main sites: the school site and the college site, with the college providing education for young people 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 all have an Education, Health and Care Plan (EHCP). Our pupils have a variety of special educational needs and disabilities, including (but not limited to) autism, cerebral palsy and Down's syndrome; all pupils have learning disabilities. Some pupils also require additional support in order to meet their social, emotional and mental health needs.

Ivel Valley is commissioned to provide an outreach team who work with mainstream schools to support children with SEND in the wider community. Ivel Valley also works closely with the local Children with Disabilities social care team (CWDT), and with Maythorn, a co-located residential home which provides both long term and shared care accommodation, which is operated by Central Bedfordshire Council.

All our classes are fully inclusive and are determined by children's age, creating mixed ability classes where pupils are encouraged to socialise, communicate and learn with their peers. 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, young people may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the 'typical' levels of provision as such levels of support and provision will vary across time for individual pupils in response to their individual needs.



Ivel Valley School and College

Vision & Values

Our Vision

Ivel Valley will be leading practitioners in the special education of children and young people between the ages of 3 and 25. We will be the school and college of choice for pupils, parents and staff.

We aim to:

- Secure ambitious outcomes for learners from 3 to 25
- Develop, recruit and retain a highly skilled and motivated staff
- Be a happy, friendly and safe environment, where people have fun!
- Champion inclusion in the community
- Pioneer innovation in special education
- Work more closely with other schools in the region
- Share expertise with others through outreach, training and collaboration
- Work in partnership with other agencies to enhance outcomes for learners
- Provide a caring, nurturing and supportive environment where individuality is valued
- Make best use of resources.

Inclusion Quality Mark - Flagship School

Ivel Valley school is a flagship school for inclusion and holds 'flagship status' with the Inclusion Quality Mark. This is the highest level of award from the IQM and recognises Ivel Valley's commitment to inclusion.



Whole School Approach to Learning

	<p style="text-align: center;">High quality teaching is available to all pupils. They access a number of different strategies which are ongoing in the classroom and are used as part of a differentiated approach.</p>	<p style="text-align: center;">Targeted support for Individuals/small groups</p>	<p style="text-align: center;">Specialised individual support (according to need)</p>
<p style="text-align: center;">Cognition and Learning</p>	<ul style="list-style-type: none"> ● A carefully sequenced curriculum, written in-house, to meet the needs of all learners ● Personal Learning Plans ● Annual Review, parents/carers evenings ● Ongoing contact through Home School Book /Class Dojo/Student Planner (college students) ● Parentmail ● Ongoing assessment of pupils' progress and attainment ● Analysis of data (for whole school and individual pupils) ● Small class groups ● Teaching assistant support (number dependent on needs) ● Support provided to meet personal and social needs ● Multi-agency support ● Weekly whole school briefing to share information ● A strong universal offer, informed by Speech & Language Therapists and Occupational Therapists ● Individual programmes and guidance as appropriate provided by Speech and Language therapists, Occupational therapist and Physiotherapist which are delivered by staff integrated within the class timetable to support and facilitate access to the curriculum ● On-site support and 	<ul style="list-style-type: none"> ● Individualised learning programme and learning day to meet holistic SEND ● Bespoke meetings with parents/carers regarding specific issues ● Opportunity for individual learning programmes and the ability to work across other classes or group settings in response to need ● Structured activities within a pedagogy focused on play, exploration and enquiry ● Use of schedules/now and then ● Specialist resources and programmes, such as Numicon, Conquer Maths and Colourful Semantics ● Streamed English & Maths at KS4 & 5 	<ul style="list-style-type: none"> ● Ongoing review of personal learning plans ● Support from specialist professionals ● Multi-agency meetings to review areas of difficulty and levels of support



	monitoring from the special needs nursing team		
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Communication and Interaction	<ul style="list-style-type: none"> • Total communication approach throughout the school and college, and communication friendly environments • Communication & Interaction recognised as a prime area of the curriculum. • Visual supports in all classes. • A SCERTS approach, committed to by the whole school • Boardmaker software • A Communication Support Assistant in place to help implement good practice within universal offer. • Signing embedded in school activities. • Zones of Regulation used consistently & on staff lanyards 	<ul style="list-style-type: none"> • NHS SaLT recommendations • Communication targets on Personal Learning Plans • Attention Autism • TACPAC • PECS • Intensive interaction • Colourful Semantics • Signalong • Clicker • Social stories • Personalised Zones of Regulation resources 	<ul style="list-style-type: none"> • Enhanced personal advice and strategies provided to home and school / college • Direct intervention from SaLT • Individual Alternative and Augmentative Communication (AAC); this could be PECS, communication books / boards, PODD books, or hi-tech aids • Support from CASEE team

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	<ul style="list-style-type: none"> • A teaching pedagogy based in play, exploration and enquiry • Resources to support practical learning 	<ul style="list-style-type: none"> • Specialist equipment such as hoists, specialist seating, standing frames provided through Ivel Valley, on the advice from 	<ul style="list-style-type: none"> • Specialist sensory Occupational Therapist advice • Specific NHS Occupational Therapist • Music Therapy



<p>Sensory and Physical</p>	<ul style="list-style-type: none"> Well-lit and well-resourced environment Access to all classes to outdoors learning areas Stimulating external play areas Forest School 1 PE lesson delivered by an experienced PE teacher; 1 delivered by class teacher Outdoor learning Outdoor gym equipment A large field, with spaces to safely regulate Sensory room MILE room Outdoor gym equipment Writing supports/wedges/grips Low arousal spaces Adapted scissors Swimming for KS3 pupils Opportunities to participate in competitive sport Consistent use of Zones of Regulation Fine motor skills programme Use of lots of bikes, including adapted ones. 	<p>therapists and health colleagues</p> <ul style="list-style-type: none"> Physical targets integrated into Personal Learning Plans Movement breaks Sensory programme Sensory diet Intensive Interaction Hydrotherapy sessions (off site) Horse riding for some KS2 & KS3 classes MOVE programme - specialist support from MOVE coordinator. TACPAC Weighted jackets Ear defenders Chewies Adapted cutlery Advice from sensory integration lead 	<ul style="list-style-type: none"> NHS Physiotherapist advice Comprehensive assessment from the MOVE coordinator and wider multidisciplinary team Highly specialised equipment. Extra time to access specially adapted bikes.
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<p>Teaching Approaches</p>	<ul style="list-style-type: none"> Small class sizes Variety of support provided for less structured activities which may be small group, or 1:1 Total communication support to develop understanding Differentiation of activities to ensure access for all 	<ul style="list-style-type: none"> Breakout rooms, or use of alternative teaching spaces Personal Learning Plans Dedicated resources to match needs of individual pupils / classes 	<ul style="list-style-type: none"> 1:1 support funded by the SEND team (based on multi-professional evidence of need) Personalised timetables Priority access to identified resources such as MILE room /sensory room Advise from specialist teachers, e.g. Visual



	<ul style="list-style-type: none"> • A curriculum written in-house, which follows the National Curriculum but is carefully adapted for pupils with SEND, written by experienced SEND teachers, drawing on expertise of other professionals, e.g. SaLT • A fully embedded approach to Positive Behaviour Support 		<p>Impairment Team, Hearing Impairment Team</p>
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<p>Social, Emotional and Health</p>	<ul style="list-style-type: none"> • Golden Rules for school pupils; Expect Respect for college students • Rewards systems, connected to these expectations • All staff trained in Team Teach, with a focus on Positive Behaviour Support • Embedded use of Zones of Regulation • RSE embedded into the curriculum • Support available from Family Support Team (FST - school) and Preparing for Adulthood Team (PfA - college) • Access to an enriching curriculum • Communication with families via Dojo or Student Planner (college students) 	<ul style="list-style-type: none"> • Individual Positive Behaviour Support Plan • Personalised visual supports, e.g. timers, now/next boards • Personalised Zones of Regulation resources • Regular wellbeing check-ins or mentoring from FST or PfA teams • Support from the special needs nursing team 	<ul style="list-style-type: none"> • Multi-professional work with other agencies, e.g. Early Help, Children with Disabilities Team, CAMHS • Direct input from PBS Lead Practitioner • Specialised therapeutic input, e.g. music therapy



Frequently Asked Questions

1. How does Ivel Valley know if a young person needs extra help and what should I do if I think my young person may have special educational needs?

All young people placed at Ivel Valley have an Education, Health and Care Plan; this describes their individual areas of special needs and informs their individual education plan.

This is formally reviewed once a year during the annual review meeting, where progress is discussed and any additional needs or changes to the plan are noted and recommended to the SEND team.

As all classes have high staffing ratios. Teachers are able to quickly identify any requirements for additional support on an ongoing basis throughout the year and will discuss these with senior leaders and parents/carers. The class teacher is the first point of contact for parents / carers who think their young person's additional needs have changed and so may require alternative support. A meeting can also be arranged to discuss concerns.

2. How will Ivel Valley School staff support my young person?

Staff who will be working with your young person have a broad range of expertise; all of our teachers are qualified. They are able to access support from a highly experienced extended leadership team, with expertise in key areas of learning. Teachers are supported by a high number of experienced and enthusiastic Teaching Assistants!

You will receive regular communication from the school about progress your young person is making. Class Dojo is used on the school-age pupils and a Student Planner is used on the college site to help keep you informed. Your young person's class teacher is the first point of contact for any communication you may wish to make on a daily basis. Assessments are made on a regular basis in every classroom, and the class teacher is responsible for maintaining and updating records in their classroom. We use an app called Evidence for Learning, which allows us to share learning journeys with families on a half-termly basis. Teachers use assessment to plan for future learning and progression; data is monitored by senior leaders, who are able to support teachers to identify interventions to help individuals who are not making expected progress.

We hold two consultation evenings across the year; annual review meetings also provide an important opportunity to discuss feedback. Families with any concerns are welcome to contact teachers to have discussions outside of these structured sessions.

The school governors are ultimately responsible for the progress and attainment of all the pupils; they delegate this responsibility to the Headteacher. They receive collated and anonymised data about the progress of groups of pupils, with a detailed report provided by the Assistant Headteacher responsible for monitoring.

We work very closely with a wide range of professionals from other settings, including (but not limited to) the special needs nursing team, the Children with Disabilities team, SEND teams, therapists (physio, occupational, speech & language, music), dieticians, and specialist sensory impairment teachers. Their advice is highly valued by staff and we work as multi-professional teams to ensure the best outcomes for the young people.



3. How accessible is the school environment?

Ivel Valley is fully accessible. The building is light, most classrooms are large and the site is both safe and secure. There are adapted changing rooms, and where it's needed, classrooms have overhead tracking or access to mobile hoists.

4. How will the curriculum be matched to my young person's needs?

Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been developed collaboratively by Ivel Valley staff to enable all pupils to access each subject in a meaningful and purposeful way.

Every young person has a Personalised Learning Plan, which has short term targets based on their EHCP outcomes. They are all assessed individually against the Ivel Valley stages of learning, and teachers use this information to inform their planning.

We receive advice and guidance from therapists and specialist teachers to ensure that we are using the right specialist equipment and aids for pupils that need it, to ensure that they are able to access the curriculum. We have lots of in-house specialism and support available, including a specialist teacher for pupils with complex learning disabilities, a MOVE co-ordinator, Team Teach tutors, a Positive Behaviour Support lead practitioner, and a sensory integration lead, amongst others.

Our pupils make progress in many ways - not only through academic progress! We teach using a holistic approach with life skills integrated throughout to help pupils learn as part of a group as well as individually. Pupils have the opportunity to generalise and transfer such skills to other settings in the school/college and out in the community.

As most of our pupils access school or college via local authority transport, there are reduced opportunities for after school enrichment opportunities. Therefore, we work hard to ensure our curriculum is broad, vibrant and enriching, with opportunities such as Forest School, special whole school events, a wide variety of competitive sports activities, trips to local provisions (such as shops, libraries and park), Duke of Edinburgh and other exciting educational visits. The college benefits from an accessible food tech room, a gym, an enterprise room and spaces to practise key life skills.

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



Information about the day for school pupils is shared on Dojo and in the Student Planners (college students), and families are able to ask for more specific information if this is required. Progress against PLP targets is shared at the annual review meeting and can be discussed at consultation evenings. Observations from Evidence for Learning are shared half-termly.

Assessments of your young person's progress is made regularly so the teacher always knows what each young person in his/her class has achieved and what the next steps are. The class teacher and teaching assistants regularly discuss progress and next steps.

As nearly all our pupils have complex learning difficulties as well as associated SEND, it is to be expected that they will be working outside their age related levels as they progress through the school.

6. How will my young person be included in activities outside the classroom including school trips?

As a fully inclusive school, all pupils participate in the whole school/college curriculum and off site activities. The extent to which each young person participates and the levels of support received will vary between each young person and across time, but we differentiate the activities and expectations to enable all young persons to take part.

Parents/carers are asked to give generic permission for their young person to participate in activities in support of the curriculum, e.g. a visit to a local church or a shop. All of these activities will be risk assessed. Visits which last for a whole day, or are further afield, will involve more complex risk assessments.

7. What training have the staff at Ivel Valley had or are having?

All staff receive a comprehensive induction and ongoing training in meeting the needs of pupils with complex learning difficulties, and staff have access to an ever growing training drive.

In addition to more specialist curriculum training, all staff receive mandatory annual safeguarding training yearly. We endeavour to train all class-based staff in Team Teach, which is based in positive behaviour support but also teaches staff how to safely support pupils who are feeling dysregulated and consequently presenting with unsafe behaviours. Many staff have also been trained in Manual Handling, Signalong, First Aid, epilepsy, Food Hygiene, and MIDAS, amongst others.

Ivel Valley benefits from having its own trainers in Manual Handling, Signalong, Safeguarding, and Team Teach.

8. How are Ivel Valley's resources allocated and matched to young people's special educational needs?

Each young person receives support matched to their own level of Special Educational Need.

This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances.



9. What specialist services and expertise are available at or accessed by Ivel Valley School?

Senior leaders, teachers and support staff are highly skilled in meeting the individual learning, behavioural and social needs of pupils with complex learning difficulties. We work with professionals from a large number of specialist services, including:

- The Children with Disabilities social care team
- Early Help professionals
- Adult social care teams, such as Towards Independent Living practitioners
- Special needs nurses and nursery nurses
- Community paediatricians
- Dieticians
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- CAMHS
- Hearing Impairment teachers
- Visual Impairment teachers
- Music therapists
- Educational Psychologists
- Attendance Officer

Some allocation of therapy support falls under criteria set down by the NHS and is very much needs-led. Many clinics are organised to be within and during school/college time, so that the young person's education is not unduly compromised and that families can be part of the multidisciplinary approach to their young person's overall needs.

Ivel Valley also has a Family Support Team who are able to signpost parents/carers to information and support, and provide invaluable wellbeing support for pupils. Please see the website for more information. The college have a Preparing for Adulthood team, which comprises a Pastoral Support Worker, a Transitions Manager and a Work Experience coordinator.

10. What support will there be for my young person's overall well-being?



At Ivel Valley, we believe wellbeing and emotional health is as important as academic progress. Class teachers plan for the holistic development of each young person in their class, using their detailed knowledge of each individual to promote their confidence and self esteem. The high staffing levels enable class teams to allocate additional time as required to support the emotional wellbeing of individual pupils.

Individual behaviour support plans and expectations are also used should there be additional need. When a young person's behaviour becomes challenging, teachers are supported by senior leaders - particularly the Positive Behaviour Support lead practitioner - in understanding the behaviour and agreeing with parents/carers and other agencies as to how best to manage it in a positive and proactive way.

Our First Aiders support individual medical needs. Staff are trained where required, in the administration of medicine. All personal care needs are met by each class team and staff are trained in manual handling procedures by the school's manual handling trainer. We pride ourselves on how we maintain the dignity of this important aspect of a young person's health and care needs.

We offer a variety of assemblies, themed days and experiences that support the well-being of our pupils. There is regular liaison made with professionals who are involved with individual needs of pupils to ensure their needs are met. Pupils are supported through the development of their short term outcomes.

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

On a daily basis, the class teacher determines the level of support for individual young person from within the class team.

When a young person whose SEND circumstances, health requirements or complex learning needs indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team due to our enhanced staffing ratios, but it might be identified that the young person might require support from beyond the class team, or a specific type of intervention. This is where multi-professional discussion is beneficial.

If the evidence suggests that even higher levels of support may be beneficial, this is agreed by senior leaders as the resource is provided from within the school. For a small number of pupils, we request funding for additional support from the Local Authority.

12. How will The Ivel Valley School prepare and support my young person to join the school and then transfer to college?



Once a place at Ivel Valley has been confirmed by the SEND team, Ivel Valley work with the family to arrange an appropriate transition package, based on the needs of that individual young person. We will work collaboratively with the family and the current setting. Depending on when the place is offered, this won't always be organised straight away, but close to the young person's start date. Transition booklets and information will be sent out in the post.

When a transition package is planned, it might include support such as:

- Ivel Valley staff visiting the young person in their current setting
- Parents/carers being invited to an information session
- Young person being invited for sessions such as Stay and Play, a lookaround or a longer visit, depending on their age/need
- Visits to Ivel Valley during the school day, where this is deemed appropriate and meaningful for the individual young person

The special school nursing team will also completed an initial assessment with families.

Families are responsible for applying for transport if required directly with the SEND transport team.

From Year 9 (approximately 14 years of age) pupils and parents/carers take part in a Planning for Adulthood review which concentrates on learning and holistic outcomes as well as focusing upon transition planning. Most of our pupils transition to Ivel Valley College, but some might wish to move to an alternative placement, based on need. We employ a full time Transitions Manager to work with young people, parents /carers, staff and further education providers, to ensure that everyone is supported in preparing for their next steps after college.

13. Who can I contact for further information?

There are several methods of communication you can make use of, either before admission or during your young person's time at Ivel Valley.

During your young person's time at Ivel Valley the first point of contact with the school is your young person's class teacher. You can also make daily use of Dojo or the college Student Planner (college students).

Prior to admission, you will have contact with the senior leader responsible for admissions who oversees the transition process. You are always welcome to contact Ivel Valley at any time if there is anything you wish to discuss, or to arrange a tour of the school. An appointment will then be arranged at a mutually convenient time.

Once your young person is a pupil at Ivel Valley, the first point for anything relating to your young person's education is the class teacher. We encourage parents / carers not to wait for the next formal opportunity to meet, but to contact us on an ongoing basis. Staff are usually available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or contact us via Dojo, Parent Mail or the Student planner (College students).

If families aren't sure who to talk to about an issue, they can contact the main office, who can signpost them to the right person.



14. What should you do if you feel that the Local Offer is not being delivered or is not meeting your young person's needs?

Parents / carers who believe their young person's needs are not being met should contact the senior leadership team to arrange a meeting to discuss their concerns. Where appropriate an Interim EHCP Review can be arranged, with representation from the SEND team to formally review your young person's progress and current special educational needs and provision.

We are very committed to collaborative work with families and will always do our best within our capabilities to address concerns promptly and effectively.

15. How is our local offer reviewed?

Our local offer was developed in September 2016 and is reviewed by governors on an annual basis in the Autumn term each year.

Information on Central Bedfordshire's local offer:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

Please contact us on 01767 601010 or at admin@ivelvalley.beds.sch.uk should you need to ask about anything in relation to our Local Offer.