

# SEND Information Report 2023-24

Click the boxes below to find out all the information you need about Special Educational Needs at Ivydale Primary School:

[Our Culture, Values & Ethos](#)

[Special Educational Needs Provision](#)

[Identification of needs](#)

[Support in school](#)

[Is Ivydale right for my child?](#)

[Working with Parents](#)

[Assessment of Needs](#)

[Monitoring: How is my child doing?](#)

[Educational, Health and Care Plans \(EHCP\)](#)

[Local Offer](#)

# Our Values & Ethos

Ivydale's inclusive culture is built upon our shared school values of Respect, Responsibility and Positivity.



## Child, Parent & Staff Voice

Education is most effective when schools and families work in partnership. We need parents' knowledge to provide the best support for pupils with SEND.



## Provision & Review

We recognise the barriers to learning and participation children can face in school. Our SEND provision is monitored and reviewed to ensure all our children have equitable access.



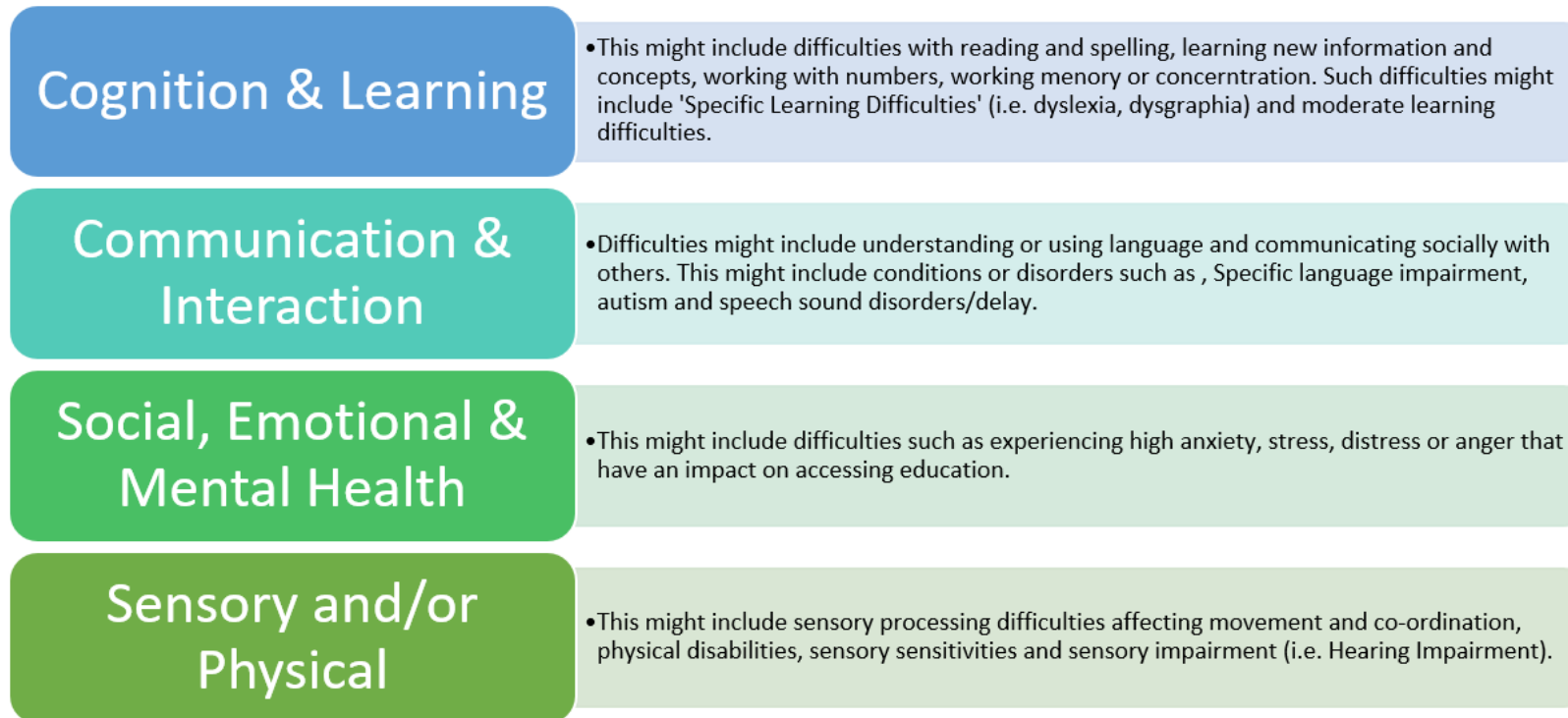
## Aspiration & Expectations

Our aspirations and expectations of all our children are extremely high. Ivydale's community is committed to supporting children with SEND achieve their full potential.



# Special Educational Needs Provision

Ivydale is a mainstream primary school in Southwark. We have classes of up to 30 children led by a class teacher. Through a 3-tierd approach to SEN support, we make all reasonable adjustments possible to support a range of special educational needs (SEN) across 4 broad areas:



It is common for children to have special educational needs that span two or more of these areas. If this is the case, SEN support is designed to best support your child's needs using the resources available.



# Identification of Needs

For your child to access the best possible support, it is important that their SEN difficulties are identified early.

Understandably, it isn't uncommon for parents to feel cautious about children being 'assessed' at a young age and are sometimes wary of children being given 'labels'.

At Ivydale school, the principle objective is to understand exactly what support individual children require using age and stage appropriate strategies.

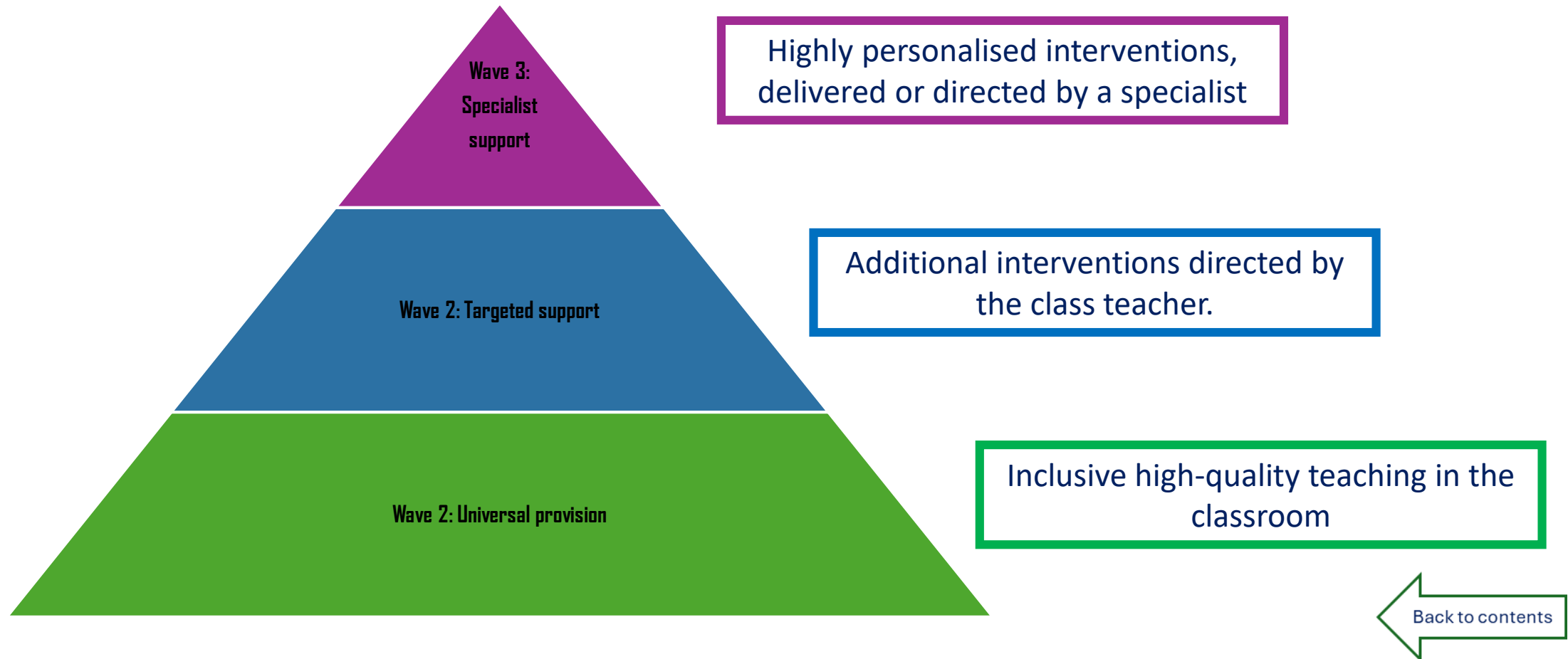
Dependent on a child's specific areas of need, assessment can take place in many ways, by school staff or external professionals. Assessments and screening activities are always developmentally appropriate. We work closely with families to agree assessment methods.

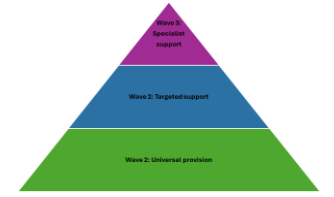
If your child is identified as having special educational needs that require additional support in school, we will discuss these needs with you and seek your agreement to add your child to our SEND register.



# Support in School

Ivydale has a 3-tiered approach to SEND support across the school. Depending on children's strengths and difficulties, support will look different for individuals. Find out more about each Wave by clicking on the text boxes below:





# Wave 1: Universal provision

Our priority at Ivydale is to ensure the highest standard of inclusive teaching possible for all children, every day in our classrooms.



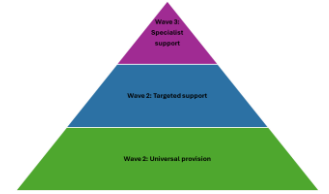
Wave 1 Universal support involves a range of evidence-informed teaching strategies that help all children learn including: flexible grouping, explicit instruction, teaching children to use independent thinking and learning strategies, use of technology and visual ‘scaffolding’ of work to help children access the learning.

Click here to find out more about these strategies and the research that recommends them:

[EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf)



# Wave 2: Targeted Support



For children who require a slightly more personalised approach to specific area of learning, in addition to the Wave 1 strategies, children who need them will have access to group-based interventions.

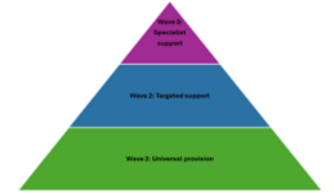


These sessions, run by Learning Support Assistant, teachers and the pastoral team, provide support for difficulties across the 4 broad areas of need such as: speech and language, specific literacy and mathematical skills, social skills, physical and sensory development and emotional literacy.

Wave 2 support aims to enable children to better access the curriculum and make accelerated progress against their targets.



# Wave 3: Specialist Support



For a small number of children, a highly personalised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP), or therapists from other services.

This type of support will vary hugely between individuals depending on their strengths and difficulties. Children who might benefit from Wave 3 support will usually have or require an Educational, Health and Care Plan (EHCP) in order for the school to provide this level of specialist support.

Wave 2 support is monitored and evaluated termly and Wave 3, half-termly. This ensures that the support in place is meeting the needs of individual children.

*Click on the buttons to find out more about Specialist support by Phase:*

EYFS

Phase 1& 2

← Back to Support





# Wave 3: Phase 1 & 2 Ocean Interventions

Children with complex needs who have an Education, Health and Care Plan (EHCP) may receive support from the Ocean Intervention Team.

These are Wave 3 interventions and offer highly personalised support directly linked to the targets in your child's EHCP. Some targets included in EHCPs are difficult to work on in the mainstream classroom.

These interventions can be in small groups or 1:1 and offer support across all four areas of need.

Ocean Interventions are delivered by our Specialist SEND teacher, Kimberley Starke, and our Learning mentors, Sammy and Freda.

Kimberley works closely with your child's class teacher to monitor progress.

The SENCo will discuss this support with you if your child has an EHCP.





# Wave 3: EYFS River Interventions

Children with complex needs who have an Education, Health and Care Plan (EHCP), Special Educational Needs Inclusion Funding (SENDIF) or are in the process of applying for an EHCP, may receive support from the River Intervention.

These are Wave 3 interventions and offer highly personalised support directly linked to the targets provided by professionals. Some targets can be difficult to work on in the mainstream EYFS classroom.

These interventions can be in small groups or 1:1 and offer support across all four areas of need.

River Interventions are delivered by our Specialist SEND Nursery Nurse, Caterina Vitale and supported by Jonathan Hurley, our speech and language therapist.

The SENCo will discuss this support with you if your child has an EHCP, is working towards an EHCP or is in receipt of SENDIF.





# Is Ivydale the right school for my child?

We pride ourselves on providing high quality SEND support for our children through the tiered approach. We work closely with the Local Authority to provide the best possible support for children with special educational needs.

To ensure SEND support is sustainable, we have to use limited specialist resources carefully and sparingly – such as 1:1 support and access to external professionals, especially Educational Psychologists and Speech and Language Therapists.

It can be difficult to provide high levels of specialist (Wave 3) support for individual children whilst meeting the needs of all the children in the school. Children who require high levels of specialist support may benefit from attending a resource base (specialist unit attached to a mainstream school) or a specialist school. These types of schools have full-time specialist teachers, speech and language therapists and psychologists on staff.

*Click these buttons  
to find out more:*

**Teaching Assistants**

**Accessibility**

If you have any questions about the level of support your child may need and what might be available please email: [office@ivydale.southwark.sch.uk](mailto:office@ivydale.southwark.sch.uk)

Back to contents



# Teaching Assistants

With the exception of Nursery and Reception classes, where ratios of adults to children are higher, classrooms are run by the class teacher.

We do not have class-based teaching assistants.

Children with more complex needs might be supported with targeted or specialist level interventions by a Learning Support Assistant or specialist teacher. Typically, children who require this level of support will have an Educational, Health and Care Plan (EHCP) which provides additional funding from the child's home local authority.

Children with very complex and/or physical needs may need 1:1 support from an adult for particular activities.

We do not provide full-time 1:1 support as it can hinder the development of your child's independent learning skills.

If your child requires full-time 1:1, a mainstream school environment may not be the appropriate setting.



# Accessibility

Ivydale operates over two sites, approximately 3 minutes' walk apart.



Nursery to Year 3 are housed in a Victorian building set across 3 floors.  
We do not have lift access in this building.



Year 4 to Year 6 are housed in a modern, 2-story building which has lift access and accessible toilets.

*For more information about accessibility, please read our Accessibility Policy available on the School website.*



# Working with Parents



As parents, you have vital and unique knowledge about your child's strengths, difficulties, interests, likes and dislikes. We recognise the value of your knowledge and believe you should be fully involved in every step of the SEND process, from initial identification right through to making decisions about the support your child receives in school.

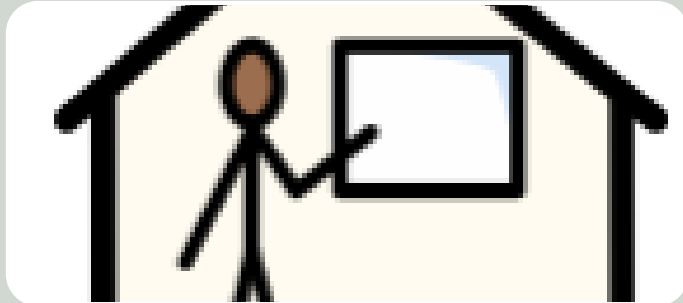
We call this SEND process Assess, Plan, Do, Review (APDR), you may have also heard it called the Graduated Approach model.

Communication between school and parents should be two-directional. The following information about assessment and monitoring outlines what you can expect.

# Initial Assessment of Needs



Assessment of needs or difficulties is the first step and may be initiated by the school, parents or health and care professionals (GP/social worker).



**School initiated:** if your child's teacher has concerns, they will share them with you and ask for your thoughts and input. They may well also speak to the school's Inclusion Team and Special Educational Needs Co-ordinator (SENCo) for advice and suggestions of additional support. If a referral is made to the Inclusion team, we will contact you to discuss the support we can offer.



**Parent initiated:** If you have concerns about your child's learning and/or development, in the first instance, speak to your child's class teacher. They will be able to give you feedback on how your child is doing in class. Your concerns will be shared with the Inclusion Team and SENCo to monitor progress.



**Health and Care Professional Initiated:** If a concern is raised by a GP or health or care professional, they will usually communicate with you as the parent rather than the school. They may contact the school for additional information about how your child is doing in school. It's important that you share as much information about concerns raised or relevant diagnoses your child might have so the right support can be put in place. Please inform your child's class teacher if this is the case.



# Further Assessment



For some children, the type of assessment may be more specific and require the involvement of a qualified professional such as an educational psychologist, speech and language therapist or paediatrician. The school can make referrals to these specialists and will always contact you to seek your consent before doing so. We will always ask you to contribute to the referral if you are happy for us to go ahead.

If the difficulties your child is experiencing are only apparent at home, firstly know that this is not unusual. Please speak to your child's class teacher. We may advise you to seek a referral to specialist services through your GP as we are not able to describe the difficulties your child is having. Your child's Phase SENCo can talk you through this process.



# Monitoring: How is my child doing?

If your child has special educational needs that require significant support in school, their progress and the effectiveness of the support we are giving them will be reviewed termly. We will let you know how your child is doing at school in 3 different ways:



**Parents' evening meetings:** These meetings take place termly (3 times a year). These are the perfect opportunity to meet your child's teacher, discuss progress against their targets and to agree the planned support for your child. You will also have the chance to see your child's work. It is really important that you attend parents' evening meetings to gain a good understanding of your child's progress in school.



**School Report:** At the end of the school year, you will be sent a school report. This will include your child's assessment information over the year. It will also give you important information about their attendance and behaviour in school.



**SENCo meetings:** If your child has special educational needs, the additional support they receive in school is overseen by the SENCo for their Phase (EYFS, Phase 1 or Phase 2 – please click 'Meet the Team' for more information). The SENCo for your child's phase may ask you to meet with them to discuss how your child is doing and the support the school is able to offer. As a parent, you are also welcome to request a meeting with your child's SENCo to share concerns or discuss progress. Please email [office@ivydale.southwark.sch.uk](mailto:office@ivydale.southwark.sch.uk) to request a meeting and your child's SENCo will get in touch to arrange a date.

Meet  
the  
Team

Back to contents

# Education, Health and Care Plans (EHCPs)



For some children, our universal and targeted levels of support (Wave 1 and Wave 2), are not enough to enable them to learn most effectively. For children with more complex or significant needs, a more personalised approach might be required. In many cases, a child might require an Educational, Health and Care Plan (EHCP). This is a legal document that describes a child's special educational needs, the support they require and outcomes they would like to achieve. The support in these plans must be provided by the local authority, meaning that an EHCP can give a child extra educational support beyond the funding capability of a mainstream school like Ivydale.

An EHCP can only be issued after a child has gone through the EHC needs assessment. This can be applied for by school or by parents.

For more information about EHCPs generally, visit: [What is an Education, Health and Care plan \(EHC plan\)? \(ipsea.org.uk\)](https://www.ipsea.org.uk/what-is-an-education-health-and-care-plan-ehc-plan/)

For information specific to Southwark, visit: [Education, Health and Care Plan | Southwark Local Offer](#)



# The Local Offer

*A local offer refers to services, events or support that is available to parents of children with special educational needs.*

## Southwark Local Offer

To learn about the Southwark Local Offer follow this link:

<https://localoffer.southwark.gov.uk/>

Southwark Information, Advice and Support Team The Southwark Information Advice and Support team (SIAS) is an impartial service which offers advice to parents and young people. SIAS was established to ensure that parents, carers of children and young people aged 0 to 25 years old with Special Educational Needs and Disabilities (SEND) have access to information, advice and guidance to allow them to make informed decisions about their education and 16 plus choices. For more information, visit: [Southwark Information Advice and Support Team \(SIAS\) - Southwark Council](#)



# Meet the Inclusion Team

At Ivydale we have a Phase Inclusion model. We are specialists in our age-groups. Please contact us via [office@ivydale.southwark.sch.uk](mailto:office@ivydale.southwark.sch.uk), specifying the relevant phase team.

## Early Years Foundation Stage

**Terri Cowdrey**

*Pastoral Support Manager*

**Jan Harpley**

*SENCo & Assistant Head Teacher*

## Phase 1 (Y1-3)

**Sammy Linton**

*Learning Mentor*

**Kimberley Starke**

*SENCo & Specialist SEND Teacher*

## Phase 2 (Y4-6)

**Freda Dunn**

*Learning Mentor*

**Ruth Fairclough**

*SENCo & Deputy Head Teacher*

Please be aware, our SENCos all work part time and will reply when they are in work

