

Ickburgh School

Kenworthy Road, Hackney
E9 5RB

Tel: 0208 806 4638

Visitor parking - onsite

SEN Information Report



Our **SEN Information Report** provides you with information about support and opportunities available for your child with special educational needs and disabilities (SEND), and your family.

3 About our school



Ickburgh School provides an exciting educational programme for children and young adults age 3 - 19 years with severe and profound learning disabilities and sensory impairment.

At Ickburgh School we recognise that pupils and students have a greater difficulty in learning than the majority of others of the same age; and so we have additional resources in place to support their learning and making progress.

Admission

- Through an assessment of education, health and social care needs, with support of professionals.
- Contact:
- **The EHC Planning Team**
- **Tel: 020 8820 7000**
- Hackney Learning Trust provides Independent Family support. Contact:
- **Hackney SEN Information, Advice and Guidance Service**
- **Tel: 020 7275 6036**

Or alternatively, do contact Ickburgh School and we will help you with enquiries.

Tel: 0208 806 4638

Facilities

- Our new purpose built school is fully accessible and is designed to cater for 150 children and young adults with special needs.
- We have a state of the art hydrotherapy pool and splash pool; five sensory rooms; a rebound therapy room; a music and drama room; two art & craft rooms; a library; a reflection room; two food technology rooms; a sixth form common room and an independent living flat.

Mobility

- We have a fully accessible learning environment for pupils and students with mobility difficulties including those who use wheelchairs and walking aids. Most of our classrooms, and all of our specialist learning areas and hygiene facilities have ceiling hoists installed. We also have three accessible toilets for adult visitors.



Hearing impairment

- For pupils and students with hearing impairment – we have an induction loop in the school hall and a number of classrooms, which helps listening by assisting sound transfer to a hearing aid.
- We use computers, tablets, speech generating devices, tactile objects, tactile and makaton signing, and symbols to support communication; and, our multisensory rooms are designed to support 1:1 and small group teaching.

Visual impairment

- We have a range of hi-tech and low-tech aids to support blind and partially sighted pupils and students.
- We use computers, tablets, speech generating devices, tactile objects, and tactile signing to support communication; and our multisensory rooms are designed to support eye tracking.

Therapy - health

Our therapists are based at Ickburgh School
4 days a week.

- **All** pupils receive therapy from our therapists:
- Speech and Language Therapists, Physiotherapists, and Occupational Therapists, are based at Ickburgh School 4 days a week.
- Therapy is provided according to need, and to support the requirements of each pupil's Statement of Educational Need or Education, Health and Care Plan.
- Therapeutic support is written into every pupil's personalised timetable and includes, for some, Hydrotherapy and Rebound Therapy, both provided on site.
- We also provide multisensory impairment support from our trained intervenors and intensive interaction by trained staff, as appropriate.

Speech and Language Therapy - Health

Personalised programmes

- Speech and Language Therapists will always set programmes of work and train class staff to deliver the weekly or daily schedule to improve a pupils speech, language and communication.
- In addition, Speech and Language Therapists (SaLT) may work directly with a pupil or group of pupils.
- Pupils learning is assessed and achievement recorded in the usual records of progress. These records are reviewed by the SaLT with the class team and new targets agreed for discussion with Parents & Carers at termly or annual review meetings.

Communication

- To support communication we speak and sign using makaton. We use picture symbols and objects of reference.
- We aim to provide a communication passport for all pupils which may include assistive technology to support learning and working towards communication technology for life.

Physiotherapy - Health

Personalised programmes

- Physiotherapists will always set programmes of work and train class staff to deliver the weekly or daily schedule to maintain and improve a pupils physical mobility.
- They also ensure that equipment and the learning environment is adapted and appropriate to support the pupils personal access to the curriculum.
- They ensure that seating, standing and classroom access is well managed by the experienced classroom team.

Physiotherapy

- Physical education and hydrotherapy is an additional area of the physiotherapy , for some, so that opportunities are maximised to develop movement.
- Pupils mobility is assessed and recorded in the usual records of progress. These records are reviewed by the Physiotherapist with the class team and new targets agreed for discussion with Parents & Carers at termly or annual review meetings.

Occupational Therapy - Health

Personalised programmes

- Occupational Therapists will always set programmes of work and train class staff to deliver the weekly or daily schedule to improve a pupils use of their muscles. This might be the larger movement your child makes with his/her legs , feet, arms, or, smaller movements such as picking things up between finger and thumb or the way your child uses his / her lips and tongue to taste and feel objects.

Occupational Therapy

The occupational therapist will assess aids for mobility, eating and drinking, sitting, lying, and tools to access the curriculum and make recommendations on the best equipment for your child.

Eating and drinking programmes

- Eating and drinking programmes are written by the speech and language therapist with support from the occupational therapist. Staff are trained to deliver the bespoke programmes so that every pupil and student is given the required support to eat and drink safely and develop appropriate skills.
- Programmes are reviewed periodically.

School Nurse – health

Our school nurse and nurse assistant are based at Ickburgh School **5** days a week.

- If your child has medical or personal care needs, a **Care Plan** is written by the nurse with your support, and details the prescribed medication your child takes and any prescribed medication that your child has administered in school. Medication administered in school is checked recorded and countersigned by staff.
- This procedure follows the schools medication giving policy.

Consultant paediatrician and School dentist

Consultant paediatrician

- Parents and carers are invited to be present at your child's annual medical facilitated by the consultant paediatrician in our new consultation room, on school site.

Dentist

- The school dentist visits school regularly to assess pupils teeth and prescribe next steps treatment where appropriate.

Safeguarding

- Ickburgh School recognises its legal duty under s175 Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children and staff. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.
- These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with pupils and students.

The following policies have a part to play in keeping pupils safe.



Specialist teacher teams

Visual Impairment

- the specialist teacher teams, help us to help pupils and students by advising on communication methods, toys, play and resources.

Hearing impairment

- They also liaise with medical professionals, such as audiology and monitor placements and contribute to planning and reviews.

Inclusion and Specialist Support team (ISST) Hackney Learning Trust, 1 Reading lane, London E8 1GQ
Tel: 020 8820 7446

At school we communicate with parents and carers

- In the following ways:
- We ask you to sign the '**Home / School Agreement**' every year and expect you to work with us to fulfil this agreement.
- We send home a diary of your child's activities each week day, this is called the **Home / School book**.
- We hold two **Open evenings** each academic year for parents and carers to see, hear and discuss your child's progress. The open evenings take place in Term 1 (Autumn) and Term 2 (Spring).
- We will write an **Annual Report**, summarising your child's progress over the year. The Annual Report will be sent to you in Term 3 (Summer).

Reviews

- If this hasn't already happened your child's **Statement of Educational Needs** will change in the next few years to become an Education, **Health and Care plan**, (EHC plan). Your child's Statement or EHC Plan will be reviewed with you, once a year.
- We will endeavour to hold an early support meeting with you to help identify emerging problems and, or, your aspirations for your child. This meeting uses a **structured conversation** approach to allow us to hear your views.
- In addition to the above we might hold a **Partnership meeting**, with you and professionals in Social Care, Health, and Education to try and resolve a problem using a solution focussed approach.
- We will undertake regular temperature checks and seek your views using surveys and questionnaires.

Policies	Next reviewed by the Governing Body	
SEND Code of Practice	October 2014	
Safeguarding	October 2014	
Behaviour	December 2014	
Equality and Diversity	December 2014	

Policies are held in school and are published on our new website.

The school makes provision in accordance with the Code of Practice [2001], the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006], and the Equality Act 2010.

Our SEN policy and our practice aim to reflect these principles.

Approaches to learning

- All approaches to learning follow the **assess, plan, do, review** approach, ensuring next steps in learning are clearly identified, with learning targets shared and appropriate approaches and methods directed by the class teacher for all staff to employ.
- This class team knows the child
- the learning targets and
- the learning challenges,
- physical challenges,
- emotional challenges,
- as well as any health issues the pupil has
- They understand the impact of the above on the pupils ability to learn, and work hard to support pupils overcome barriers to achievement.
- Staff judge the appropriate pace and intensity of activities and experiences to ensure enjoyment and safety in lessons
- This team is trained in the medical care and manual handling needs of the pupil, and ensures their learning is interwoven with their care and physical needs.

Data and Assessment

- Records of achievement are kept and used to support next steps in learning, providing a clear picture of what the pupil knows, understands and can do. Work examples are retained, and moderated to ensure consistent standards are maintained and understood. This data is used to improve approaches, learning and organisation so that the school continually reviews and improves its effectiveness.

Transition

Transfer between stages of education and preparing for independent living.

- **School arrangements for supporting pupils**
- The school works with the transitions service to ensure smooth transition to college, independent supported living or independent living as agreed with the young person and supported by their family.
- Where transfers into school, or from school occur, the school will institute a programme of supported visits and exchanges of data and provide staff expertise to ensure a smooth transition to or from another special school or mainstream setting.
- Where transfers from home to the school occur a staged programme would be agreed with the parents, Local Authority and as necessary health and or social care. This would be in the form of part-time attendance as the transition to school is often worrying for both children and parents where SEND and or serious health issues are concerned.

Dealing with Complaints

- We want to know when you think practice could improve to support your child's learning,
- Your first approach is to the class teacher, this may be through the home school book or a letter.
- If this does work then you can approach the headteacher, by letter or telephone.
- The schools Governors are the next stage in trying to resolve a complaint, and there is a named governor for this and that governor with the other school governors are expected to hold the school to account if things do not work.
- Should none of these stages resolve your complaint then you can go to Hackney Learning Trust who retain responsibility for your child's education and the education part of the Statement or EHC plan.
- If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide you or the school, the school will help you find the right contacts to help resolve these issues.

School Transport with Hackney SEND Travel Assistance Service (previously Transport Solutions)

- **Hackney Special Education Needs and Disability Travel Assistance Service**
- **Provides** transport for children and young people with special educational needs to and from school, using buses and other sub-contractors.
- **Hackney SEND Travel Assistance Service** also offer their services to other voluntary groups and organisations during the school holidays and can provide transportation for other purposes including trips in and around London to swimming pools, museums, and other venues.
- **Fleet Profile**
- 15 x 31 Seater Mercedes Buses with fitted Seat Belts and Tail- Lifts
- 7 x 15 Seater Mercedes Buses with fitted Tail-Lifts, Air Conditioning and DVD Player
- **Contact:**
- **Hackney SEND Travel Assistance Service**
8 Rigg Approach
Lea Bridge Road
London
E10 7QN
- Tel: 020 8558 4283
Fax: 020 8532 8926
Email: transport@learningtrust.co.uk

Special educational needs and disabilities: A guide for parents and carers

- This guide explains how the system that supports children and young people with special educational needs and disabilities works from 1 September 2014, and can be found on the **Department for Education Website**.
- <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Hackney Local Offer

- Hackney has a Local Offer which provides parents with SEND information from across education, health and social care in one place.
- It can be found at...
www.hackneylocaloffer.co.uk

Our Offer

- Ickburgh School aims to provide a caring, but ambitious and stimulating environment which promotes learning that offers a diversity of quality experiences for pupils and students with severe and profound multiple learning disabilities.
- Ickburgh School is developing a pupil centred and bespoke curriculum focussed on individual needs whilst also taking into account pupils home and cultural background.
- Ickburgh School will support pupils and their families by developing a bespoke communication package which can be used at home, in school and in the community. Where feasible pupils will be encouraged and taught how to make choices.
- Ickburgh School is committed to working in partnership with pupils, parents, carers and outside agencies to identify needs, and provide a package of health and education support to help pupils and students play a part in their local community.