



ASHLAWN SCHOOL
'A High Performing Specialist Academy'

**SEND REPORT
(SCHOOL OFFER)**

Policy & Procedure Number	AP033
School Link	Martha Bruchez
Website	✓
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Special Educational Needs and Disabilities (SEND) Information Report (School Offer)

Ashlawn School is a school in which the learning and teaching, achievements, attitudes and well-being of every young person matter. The approach to students with special educational needs and disabilities is set within the context of the Code of Practice 2014 and the aims of Ashlawn School. Regardless of age, ability or disability, all students are entitled to a varied education and should be provided with the support and opportunities to enable them to become lifelong learners.

Who co-ordinates provision for students with SEND at Ashlawn School?

Provision for students with SENDCo is co-ordinated by the SENDCo, Mrs Martha Bruchez, who works alongside the Head of the Learning Development Department. The team in LDD includes a Second in Department and a team of teachers, Teaching Assistants and Learning Mentors. Mrs Cooper and Mrs Morgan-Yu are joint Head of the Learning Development Department.

How can the SENDCo be contacted?

The SENDCo can be contacted via the main school telephone number or via email:

Telephone: 01788 573425

Email: bruchezm@ashlawn.org.uk

What type of SEND needs do we provide for?

The school works within the 4 areas of special educational needs, as stated in the 2014 Code of Practice:

- Communication and Interaction
- Cognition and Learning (including moderate learning difficulties)
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical

How do we identify students requiring additional support or intervention?

Via assessment- all students are assessed on entry for literacy and numeracy. Some students may also complete a Dyslexia Screener if our results suggest and parents/carers agree that this would be appropriate.

Via transition- primary school transition information is used to identify students who may have additional needs in any of the four areas of SEND.

Similarly, liaison occurs for students transferring into the Sixth Form from other secondary schools. This is to ensure we are aware of students who previously received intervention and can reassess their needs when they join us.

Via teacher/teaching assistant concerns

Via parent/carers concerns

Via external agency recommendation

Via student concerns

The provision at Ashlawn is personalised to each individual – students do not have to have a Statement of SEND or Education, Health and Care Plan (EHCP) in order to receive additional support.

All interventions are offered and implemented according to individual need.

If students do not have a Statement or EHCP, but require additional intervention or support, they are placed on the SEND Register under the category '*SEN School Support*'.

Further details of the SEND categories and how we show a graduated approach towards provision can be found in the *School SEND Policy*.

How does this impact on exams?

Access arrangements are used to remove barriers to success, but must not give a student an unfair advantage over their peers. All students are assessed in year 9 to decide if they require any access arrangements for exams and assessments. If appropriate, an application is made to the Joint Council for Qualifications (JCQ). Once this has been approved, parents/carers are informed by letter of the additional support required. Additional support could include any of the following:

- Reader
- Scribe or use of a laptop
- Additional time
- Prompt
- Enlarged papers
- Separate room
- Colour naming (if students are colour-blind)
- Practical assistant (if students have a physical disability)

How do we involve parents/carers in their child's education?

Parents/carers are encouraged to attend the year 5 open evenings and open days in the summer term to explore Ashlawn and discuss any questions or concerns they may have regarding our provision. The dates for open evenings and open days are published on our website closer to the time.

Additional visits or meetings can be arranged following these events in order to help answer any further queries before secondary school choices have to be confirmed.

Once Ashlawn School has been named as a child's school, liaison can begin. This may be via email or telephone, it may involve a member of the LDD or pastoral team attending an interim or annual review meeting at a child's current school or it may be via a meeting or visit arranged at Ashlawn School.

Once students are attending Ashlawn, parents/carers are informed of any provision to be put in place via letter. Contact between parents/carers, pastoral teams, teachers and the LDD is encouraged via email or telephone.

Meetings are arranged as necessary and with the appropriate member of staff. Depending on the needs of the individual, parents/carers may be invited to interim progress reviews, annual review meetings or end of year reviews.

In addition to the meetings and reviews arranged within the LDD, all parents/carers are encouraged to attend consultation afternoons. (Year 7 & 8 students).

How do we involve students in the plans for their education?

Students are fully involved in their education and the support they receive.

Students attend meetings with parents/carers and are involved in setting their targets for achievement.

In all lessons students are regularly given feedback on their work and learning and set their own targets for improvement. Peer and self-assessment is encouraged.

Within LDD lessons, students rate their learning and progress towards personalised targets which are reviewed each lesson and in more depth each half term. A sliding scale using pictures and words is used to give opportunities for review in both visual and written form.

All students have a mentor (usually their form tutor) who they meet termly to discuss their progress across their lessons as well as any concerns they may have. Actions are then agreed to help make improvements and solve any issues.

Some students have a Learning Mentor for more intensive 1:1 support to enable them to make progress.

How do we teach students with SEND?

The ethos of the LDD and Ashlawn School supports the requirements set out in the Special Educational Needs Code of Practice 2014 that *'every teacher is a teacher of every pupil'*.

All students are entitled to an education which provides high quality teaching and learning through a differentiated and personalised curriculum.

All students are educated in mainstream classes alongside their peers. Students may be withdrawn for individual and small group learning and teaching if this is considered to be the most effective way to meet their individual needs.

Students being taught in LDD work towards achieving personalised targets and choose their method of learning in discussion with their teacher. Methods of learning could include:

- Use of computer based literacy and numeracy programmes
- Use of the interactive whiteboard
- Card sorting exercises
- Sequencing activities
- Differentiated worksheets
- Reading for meaning
- Key topic vocabulary

How is the curriculum adapted for students with SEND?

All students are taught in mainstream classrooms. The focus in lessons is on differentiated and personalised high quality teaching and learning to meet the needs of individuals.

Teaching Assistants and partnership teachers support learning and progress in lessons.

For some students, additional interventions are appropriate to meet their needs. These may be in small groups or on a 1:1, again depending on student need.

This list is not exhaustive, but includes some of the regular interventions provided for targeted students:

- Reading and comprehension
- Spelling
- Numeracy
- Handwriting
- Games Challenge
- Toe-by-Toe reading programme
- Communication Awareness Programme
- EAL (English as an Additional Language) support
- Supported Study (Key Stage 4)
- Co-ordination Project for students with motor, physical and communication difficulties
- ICT and Alphasmart keyboards

In addition, the following are open to all students and occur during lunch times:

- Chess club
- Art club
- Craft club
- Homework club

How is the learning environment adapted for students with SEND?

The accessibility of the learning environment is reviewed annually. The following are all aspects of how our learning environment is adapted for students with SEND:

- Provision of a disabled access minibus to enable students with physical needs to join school visits and participate in off-site activities
- Provision of adjustable tables for all subject areas to access for students with physical needs
- Provision of specialist equipment in DT, Maths and Science for specific student needs
- Installation of eight toilets for disabled access around the site – two furnished with lifting and shower equipment for specific student needs.
- All disabled toilet sinks have been equipped with ‘paddle’ taps for ease of use.
- Installation of automatic doors to reception, dining room, EAC entrance and sports hall entrances
- Installation of carpeting and acoustic ceiling tiles into some classrooms.
- Installation of push button door controls to some doors at wheelchair height
- Widening of the accessible parking space in the main car park and inclusion of two more to the EAC car park.
- Installation of lifts to access classrooms on the first floor in three buildings
- Installation of a stair-master facility to further access some classrooms on the first floor in the West Site
- Installation of ramps to all ground floor entrances where there is a change in height
- Some students may have a library pass to allow them to use the library even when it is not their allocated day
- Some students may leave lessons up to 5 minutes early to enable easier access around the school site

How do we support students' emotional and social development?

The LDD works with the pastoral teams to support the emotional and social development of students. Please see the school **Bullying** and **Safeguarding Policies** for details of whole school action.

The following are examples of the interventions we offer to students who may need more targeted support for social and/or emotional needs:

- Breakfast club
- Communication Awareness Programme
- Learning mentor
- Extended transition programme
- Development of self-esteem, confidence and motor skills in the LDD/PE Co-ordination Project

In addition, it may be appropriate to seek further support from external agencies such as the Early Intervention Service or Educational Psychology Service. A full list of the external agencies we work with can be found at the end of this document.

How do we assess progress of students with SEND?

Students with SEND follow the same assessment procedures and policy as the rest of the students at Ashlawn. All students are encouraged to work towards personal targets in different subjects and act on feedback from teachers, teaching assistants and their peers to make progress.

Students will be assessed in a variety of ways relevant to different subject areas and topics. These methods could include:

- Written assessment
- Verbal assessment
- Speaking and listening
- Practical assessment
- Performance based assessment

In addition, progress is monitored termly via whole school data entry points and reports are sent home to parents/carers. Academic mentors also review progress with students termly.

Some students have termly reviews of progress with a member of the LDD. Statemented students and those with ECHPs also have Annual Reviews.

The progress of Year 11 SEND students is analysed following GCSE results and compared to the progress of their peers. The aim of Ashlawn School and the LDD is to narrow the gap in attainment each year. This is discussed with the SEND Link Governor and members of the Senior Leadership Team following the analysis of results and actions set for the coming year.

How do we review the impact and effectiveness of interventions we offer?

Interventions are reviewed termly as student targets are reviewed and new targets set or, if sufficient progress has been made, interventions are removed. Feedback is sought from students, parents/carers, teaching staff and any other people involved to establish the impact of interventions over the course of the year. Schemes of learning and intervention programmes are reviewed at least annually and usually more often in order to adapt to the needs of individuals.

How do we enable expertise and training of staff for supporting students with SEND?

Ashlawn School runs a programme of professional development for all staff each year. SEND specific training is offered as part of this programme, delivered from both internal staff and external agencies according to staff and student needs. The LDD is made up of the Head of Department, SENDCo, a team of teachers and teaching assistants. Within the department, we have a specialist teacher for Autism, a specialist teacher for EAL, 2 teaching assistants with Higher Level TA Status and several with degrees and NVQS. All members of the LDD follow a detailed induction programme to enable a consistent approach to supporting learning. Weekly meetings are held to share best practice and daily briefing allows urgent messages to be passed to staff prior to going to lessons. All members of staff complete performance review, of which SEND is a focus and all staff are coached to support them in further developing and improving their practice.

How do we prepare students for the transition to a new key stage or for leaving school?

Primary liaison transition visits occur for all students in the summer term of year 6. The transition for Statemented students and those with ECHPs can begin as soon as Ashlawn School has been named as their new school. Some students follow a transition programme led by a Learning Mentor. This can include additional visits to Ashlawn prior to induction day, visits from the Learning Mentor to the student's primary school, additional meetings with Primary School and parents/carers and/or liaison with relevant external agencies. A similar transition programme is in place for those students moving to Ashlawn in year 12 or leaving Ashlawn for College or University based learning post-16, with liaison with the previous or new placement, additional visits if appropriate and meetings with parents and professionals to ensure a smooth transition.

Who else is involved in helping to meet the needs of students with SEND?

At times, it is necessary to involve external agencies in the education of a student at Ashlawn. The LDD and pastoral teams work with a wide range of external agencies and providers to support the needs of students with SEND.

The following list is not exhaustive, but gives the current details of those external providers we work with:

- Special Educational Needs and Disability Assessment and Review (SENDAR)- Jane Bell
- Educational Psychologist Service (EPS) – Rebecca James
- Early Intervention Service (EIS) – Rob Rogers
- Educating Children Out of School (ECOS) – Jane Halliday
- Common Assessment Framework (CAF) Officer – Phyllis Collins
- Special Educational Needs and Disabilities Information and Advice Service (SENDIAS) – Sue Robus
- Integrated Disability Service (IDS) – Sarah Haddon and Jo Evans
- Specialist Teacher, Physical Disabilities – (IDS) Maggie Wagstaff
- Physiotherapist – Helen Dunn/Becky James
- Hearing Advisory Team – Claire Sunderland
- Visual Impairment Team – Luci Geapin
- Speech and Language Team – Gill Berridge
- Social Development Team – Helen Scoffham
- Occupational Therapy – Amanda Thornborough/Kate Broughton
- Child and Adolescent Mental Health Service (CAMHS) – various
- School Nurse – TBC
- CSWP (previously Connexions) – Gillian Reece
- Wheelchair Services – Sue Waters
- Rugby College, Inclusion Co-ordinator – Judith Abbott