

SEN INFORMATION REPORT March 2017

The kinds of special educational needs that are provided for in school

At Ash Hill Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

We aim to:

- ensure all students have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to individual needs and abilities
- ensure the identification of students with SEN provision as early as possible
- ensure parents of SEN students are kept fully informed of their child's progress and attainment
- ensure that SEN students are involved, where ever possible, in decisions affecting their provision.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns:

- Special Educational Needs Co-ordinator (SENCo): Ms Tracey Page
01302 840961 Ext 303
paget@ashhillacademy.org.uk
- Assistant SENCo: Mrs Julie Ryan
01302 840961 Ext 277
ryanj@ashhillacademy.org.uk
- Governor: Mrs Carol Cartwright
01302 840961

Policies for identifying children and young people with SEN and assessing their needs :

- Ash Hill Academy SEN Policy can be found on our website but is currently under review to take into account the recent changes to the SEN Code of practice.

Identifying and addressing SEN

- We work closely with our partner primary schools to ensure a smooth transition for all our students. Our Y6/7 Pastoral team and our SENCo liaise with school staff, parents and carers to ensure that all relevant information is transferred with students. This information is then used to inform our staff of any students with SEND (Special Educational Needs and Disabilities) and to plan for support where necessary. The SENCo also attends Annual review meetings for students in Y5 or Y6 who have a statement.
- On entry all students take Cognitive Ability (CAT4) tests as well as NGRT (New Group Reading Test) and spelling (Single Word Spelling Test) assessments. During their first half term students also complete the Pupil Attitude to Self and School (PASS) questionnaire. Together with information provided by the

primary schools, the results of these tests and assessments are analysed carefully to identify any possible areas of concern.

- Pupil progress is monitored carefully throughout the school year through teacher assessment, tracking and monitoring. If a teacher considers that a child is experiencing difficulties accessing the curriculum and failing to make progress despite appropriate differentiation and intervention, they will liaise with the SENCo and other staff who may carry out additional assessments in order to identify where further support or intervention may be required. These interventions will be monitored carefully and reviewed regularly.
- Students transferring to us mid-way through the academic year will be required to attend an admission interview. Prior to this meeting, information from their current school will be collated to ensure the child is positioned in the appropriate class and any necessary support is in place before admission.

Provision and Outcomes for SEN students:

- In order to ensure that teaching and support staff have the appropriate information to effectively support individual student needs, a student identified as having an additional need may be added to our Academy's SEN list at 'SEN Support'. This indicates the nature of the need and outlines the additional support that the student may be receiving within school. Advice will also be provided on how staff can best meet individual student needs. Parents and carers will be informed at all stages and along with the student, contribute to the overall support plan for their child. Specific outcomes will be agreed and appropriate resources and support put in place to enable outcomes to be achieved. These outcomes will be reviewed termly to monitor and evaluate progress and if intervention is no longer considered necessary, the student will be removed from the SEN list but carefully monitoring will continue to ensure that progress is maintained.
- If a student has a Statement of Educational Need or and Education and health care Plan (EHCP), a review meeting will be held every academic year to discuss progress and to set and agree outcomes. School staff, parents and carers and outside agencies will be invited to attend. The outcomes of this meeting will be monitored and reviewed throughout the year.
- Overall attainment and progress of all students, including SEN students, is collected, analysed and evaluated termly

Support available for students with SEN:

- Our aim is to ensure that all students have access to high quality differentiated classroom teaching. Staff are provided with the necessary information to deliver this however to enable some students to make expected progress, they may benefit from access to additional support or resources. This is reviewed regularly to make sure the most effective support is in place bespoke to individual needs.
- At Ash Hill we have a range of resources and interventions available to support SEN students according to their need. Some students will benefit from

- Additional classroom support provided by a Teaching Assistant (TA). The role of the TA is to support the student to access learning as independently as possible and make progress. For other students the support may take the form of more specific focused interventions such as literacy programmes in small groups, one to one tuition or social/life skills sessions.
- For some students physical resources may be needed to enable them to access the curriculum. These resources often take the form of specialist equipment and are usually accessed with the support of specialist outside agencies.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people include higher education, employment, independent living and participation in society prepare for adulthood outcomes should reflect their ambitions, which could

- There is an extensive programme of transition when students move from their primary schools to Ash Hill Academy and this work takes place on an individual, departmental and whole school level. The SENCo and Y6/7 Pastoral team liaise closely with primary staff and parents and carers of SEN students. Where appropriate, extra visits and sessions may be organised in addition to those offered to all students and for some individuals, an alternative transition plan may be put in place.
- When students at Ash Hill make the transition from y11 to their next destination they are fully supported through the process. Students with a Statement of Special Educational Need or EHCP will attend a transitional review meeting during Y11. A Careers Guidance Advisor is also invited to attend this review to offer support and guidance on 6th form, further education, apprenticeships or colleges as well as with visits to open days or completing application forms. The school liaises with further education providers and colleges to ensure appropriate information is passed on and to enable a smooth transition.

Approaches to teaching children and young people with SEN and how adaptations are made to the curriculum and the learning environment of the broad and balanced curriculum is adapted or made accessible for pupils with SEN children and young people with SEN; schools should include details of how:

- All teachers at Ash Hill are teachers of SEN. Lessons are differentiated and made accessible for all students by using a range of strategies including the use of different resources and tasks. Additional adults may also be utilised within the classroom.
- Specific adaptations can also be made where appropriate and necessary. For example, with specialist support from the SpED Team work can be converted into Braille.
- All young people who have SEN will develop a learning profile that indicates their individual need and provide recommendations on how best to support them.

- When students enter Ash Hill in Y7 staff are issued with information regarding student's educational needs and disabilities.
- At the beginning of each academic year staff have access to class lists and information that clearly indicate any students with additional needs. Further to this, staff have electronic access to tips and strategies for differentiating the curriculum for students identified as having additional needs.
- Training opportunities are offered to all staff on specific issues such as ASD, Attachment Disorder, Hearing impairment etc.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- Staff development is very important at Ash Hill and as such training on key issues is offered to all staff at appropriate times and staff are able to request specific training as part of their annual professional development conversations.
- Our SENCo holds a Post-Graduate Certificate in SEN Coordination from Sheffield Hallam University

How Ash Hill makes the physical environment accessible to students with SEND

- The school site has lifts to first floors. It also has ramps allowing wheelchair access.
- Accessible toilet facilities are available together with a Hygiene Suite in the Da Vinci building
- During the school day some students can be met in the morning and supported during form period where necessary. Also, if necessary, students may be supported during transition times.

The facilities available to students with SEND across the school site

- Selected students may access our 'Phoenix' area during social times. Phoenix is a quiet and calm environment manned by Teaching Assistants, where our most vulnerable students, particularly those with ASD, can develop social skills through games and also talk through any worries or anxieties they may have.
- Ash Hill has a range of other clubs and facilities for all students including sports and ICT clubs and the Learning resource centre.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

- Ash Hill works alongside a number of agencies and organisations to provide services to students with SEN. These include:
 - The Special Educational Needs Team (SpED) that includes the Hearing Impairment (HI) team, the Visual Impairment (VI) team, the Physical Disabilities (PD) team and the ASD team
 - Occupational Therapists
 - Physiotherapists

- Educational Psychologists
- School Nurse
- Children and Adolescent Mental health Service (CAMHS)
- Integrated family Support Service (IFSS)
- Educational Welfare ➤ Speech and Language Service

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

- Mr J Higgins – Principal
- Mrs T Page – SENCo
- Mrs J Ryan – Assistant SENCo
- Mrs C Cartwright – Governor

Support available to parents and carers of a child with SEND

- Parents are welcome to contact school at any time to discuss any issues or concerns or to arrange a meeting.
- Ash Hill also works with a number of outside agencies who may also be able to support parents and carers of young people with specific needs.