

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/ college name:

Ashby School

Address:

Nottingham Road, Ashby-de-la-Zouch, Leicestershire LE65 1DT

Telephone number:

01530 413748

Name of headteacher:

Geoff Staniforth

Headteacher's contact details:

admin@ashbyschool.org.uk

Website address:

www.ashbyschool.org.uk

Facebook account details:

N/A

Twitter feed details:

@AshbySchool

School/ college specialism:

N/A

Age range of students (start to finish) to include Post-14 onwards where relevant:

14 - 19

SEND Information Report 2018

Ashby School is a fully inclusive school which ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

Ashby School is fully committed to working in partnership with pupils and parents in every aspect of school life.

We are able to make provision for pupils with a variety of needs. The table below provides a snapshot of the range of SEND at Ashby School (October, 2018). This is based on primary need – some pupils have more than one SEND type.

Cognition & learning		Speech, language & communication needs		Social, emotional and mental health		Sensory and/or physical needs			
MLD	SPLD	SLCN	ASD	SEMH	ADHD	HI	VI	M	PD
28	49	3	22	8	16	3	2	2	7

MLD	Moderate Learning Difficulties	ADHD	Attention Deficit Hyperactivity Disorder
SPLD	Specific Learning Difficulties	HI	Hearing Impairment
SLCN	Speech, Language and Communication Needs	VI	Visual Impairment
ASD	Autism Spectrum	M	Medical
SEMH	Social, Emotional and Mental Health	PD	Physical Difficulties

Policies

The following policies are accessible on the Ashby School website:

- SEND Policy
- Equality and Accessibility Policy
- Examination Access Arrangements Policy

SEND Code of Practice

A young person has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. High quality teaching will mean that the vast majority of pupils' learning needs should be met within the normal classroom setting.*

A young person's SEN will fall into one or more broad area of need:*

Communication and interaction Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Cognition and learning covers a range of learning difficulties, such as moderate learning difficulties (MLD) where pupils learn at a slower rate than their peers, despite appropriate differentiation and specific learning difficulties (SpLD) which can include a diagnosis of dyslexia, dyscalculia or dyspraxia.

Social, emotional and mental health difficulties Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders such as attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs Many young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

WHAT CAN I EXPECT IF I SEND MY CHILD TO ASHBY SCHOOL?

A personalised approach to learning with the relevant support and adjustments that will maximise your child's learning.

WHAT WOULD MY CHILD EXPECT TO RECEIVE IF THEY ARE IN RECEIPT OF FREE SCHOOL MEALS, IN A SERVICE FAMILY OR ARE IN LOCAL AUTHORITY CARE?

All schools receive additional funding for pupils who are in the above three categories. This funding is issued to every school to try to overcome barriers to their learning. Please see the comprehensive list of interventions we offer in the Pupil Premium area on the school website.

HOW DOES ASHBY SCHOOL ORGANISE SUPPORT FOR YOUNG PEOPLE WITH SEN?

The Special Educational Needs Co-ordinator (SENCO) coordinates all relevant support for young people with SEN. This includes support, tracking of progress and liaison with outside agencies.

HOW IS EXTRA SUPPORT ALLOCATED TO PUPILS?

- The school budget, received from Leicestershire Local Authority (LA), includes money for supporting pupils with SEND
- The school allocates all funding received from the LA for pupils with Statements, EHCPs and SEND Support Plans for provision for these pupils
- The head teacher and SENCO discuss all the information they have about SEND in the school, including:
 - pupils receiving support
 - pupils needing extra support
 - pupils not making expected levels of progress

Decisions are made about appropriate intervention, resources, training and support.

WHAT EXTERNAL SUPPORT IS CURRENTLY BEING PROVIDED?

- CAMHS liaison
- VI Support Team
- HI Support Team
- Educational Psychology Service
- Specialist Careers advice
- Autism Outreach
- School nurse
- Occupational Therapist
- Disability communication support

- Speech and Language Therapist advice for named students.

HOW ARE TEACHERS HELPED TO WORK WITH PUPILS WITH SEND AND WHAT TRAINING DO THEY HAVE?

- The SENCO supports subject teachers to plan for pupils with SEND
- The teachers belong to Professional Learning Communities (PLCs) which is a type of in-house training that focuses on important aspects of teaching and learning, such as differentiation. The school also provides training on inset training days.
- This year training provided by outside agencies has included whole- school Level 1 Autism training
- Individual teachers and support staff attend training courses led by specialist providers out of school
- Staff access on-line training materials, such as the Inclusion Development Programme.

HOW WILL TEACHING BE ADAPTED?

- Subject teachers plan lessons according to the specific needs of all groups of learners in their classes, and will ensure that your child's needs are met
- Specially trained support staff (TAs and HLTAs) based in Faculties work with teachers to plan and devise strategies to meet the needs of your child
- Specific resources and strategies will be used to support your child
- Subject teachers will ensure that Access Arrangements requirements are the normal way of working for pupils with supporting evidence for these in examinations.

HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD?

- Your child's progress is continually monitored by his/her subject teacher, along with Heads of Faculties
- Progress is reviewed every term in all subjects
- The school analyses all progress data and will identify when a pupil is not making expected levels of progress
- The SENCO analyses all SEN progress data and will co-ordinate additional intervention, inside or outside the classroom, when SEN pupils are not make expected levels of progress
- The progress of young people with Statements/EHCPs and SEND Plans is reviewed formally at Annual Review Meetings.

WHAT SUPPORT DO WE OFFER YOU, AS A PARENT/CARER OF A YOUNG PERSON WITH SEND?

- Form tutors will meet with you and your child to discuss progress
- Subject teachers are available to discuss your child's progress or any concerns that you may have. The head of Faculty is also available to meet with you
- Your child has a Key Worker who will monitor progress, meet with your child and discuss their learning. You may contact them if you have concerns or questions
- The school will make any reasonable effort to keep you informed about any issues that arise
- All information from outside agencies will be shared with you
- You will be provided with MCAS (My Child at School) log-in details to enable you to track your child's attendance and homework on a lesson-by-lesson basis
- You will be encouraged to contact the SENCO should you have any questions or concerns. The SENCO will always be offered an appointment to meet with her if you wish
- Non-teaching Year Heads are available to advise and support you

- You will have access to Parent partnership.

WHAT SUPPORT IS THERE FOR MY CHILD'S GENERAL WELL-BEING?

- Our staff believe that developing a young person's confidence and self-esteem is crucial to their well-being
- The Year Team have overall responsibility for the pastoral, medical and social welfare of every young person within their care and they are usually the first point of contact. They may then liaise with the appropriate House Leader, teacher or SENCO for further advice and support. Their work may involve working alongside outside agencies such as Health and Social Care professionals
- Every young person has a form tutor. They will know your child well and will monitor their health and well-being, as well as their achievement. Forms include 'families' which provide opportunities for students in different Year groups to work together and support each other.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy covering the administration and managing of medicines on the school premises
- Parents should contact the Year Room if medication is recommended by Health Professionals to be taken during the school day
- A named member of staff will liaise with you and administer your child's medication
- There are a number of staff trained in first aid. Staff who support young people with SEND receive appropriate training and this is updated whenever necessary.

IS ASHBY SCHOOL ACCESSIBLE TO YOUNG PEOPLE WITH SEND?

- Full transition planning, including needs assessment takes place before a young person with SEND transfers to Ashby School
- Both sites are accessible to young people in wheelchairs. Full risk assessments take place and when travel between the sites may present risks, the young person may be located on one site, with full access to the curriculum
- Disability facilities are available at the school.

HOW WILL WE SUPPORT YOUR CHILD DURING TRANSITION?

- We recognise that transition can be difficult for a young person with SEND and take steps to ensure that the young person is supported at this time
- The SENCO will attend transition meetings at feeder schools to discuss the specific needs of your son or daughter with their SENCO
- The SENCO will attend Year 9 Annual Review Meetings to meet with you and your son or daughter to begin the transition planning process
- If your son or daughter is on the Autism spectrum, the SENCO will plan transition with the Autism Outreach Team
- Young people who are likely to find transition difficult are offered as many opportunities to visit the school towards the end of Year 9 as they feel necessary
- Young people with SEND, along with other students joining the school, follow a three day induction programme in July to help prepare them for a successful start at the end of August
- Young people with SEND new to the school and their parents/carers are invited to attend a coffee afternoon the day before the new term starts
- The SENCO meets with all parents/carers of students joining the school during the Summer Term

- Young people with SEND will have a careers interview and receive support during the college application process. Young people with EHCPs and Send Plans will be offered additional follow-up careers interviews if needed and you will be invited to attend
- Information about young people's specific learning needs are passed on to Universities when requested.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour management with a clear rewards and consequences system that is followed by all staff and pupils
- If a young person has behavioural difficulties, an individual behaviour management plan is written with the young person to identify specific issues and targets are set and monitored as part of the school behaviour report system. As a parent of a young person with SEND, you will be invited to attend behaviour intervention planning meetings
- Attendance is monitored daily by school admin staff and parents are informed when young people are not present in school. Parents/carers have MCAS log-in details to enable them to monitor their child's attendance in lessons throughout the day. The Year Team will be in touch with parents if there is any cause for concern
- Lateness and absence are recorded and monitored by the leadership team.
- Support for good attendance is given through individual pupil incentive schemes
- The Personalised Learning Centre (PLC) enables students with medical concerns or anxiety issues to study within a smaller environment
- The Alternative Programme offers personalised learning opportunities for young people at risk of non-attendance.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING TRIPS?

- All pupils are included in all parts of the curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a young person to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO PUPILS' SEND NEEDS?

- We ensure that pupils who have special educational needs have their needs met to the best of the school's ability with the funds that are available
- We have a team of staff funded from the SEND budget and deliver support programmes designed to meet pupils' individual needs
- The budget is allocated on a needs basis. Young people with high level and complex needs are given most support.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE IN OR ACCESSED BY THE SCHOOL?

- Our SENCO is fully qualified and has experience of working in rural and inner city schools with young people with a wide range of SEND
- She holds an MA in SEN and Management
- She holds a Diploma in the teaching and assessing of young people with Dyslexia (Distinction). She is a British Dyslexia Association registered assessor
- We have three Higher Level Teaching Assistants
- One of our HLTAs holds a specialist ASD Level 3 qualification

- All members of the Advisory Team hold ASD Level 2 qualifications
- All our teaching staff have completed ASD Level 1 training
- We access specialist intervention from a range of service providers when appropriate (please see Leicestershire Local Authority Local Offer). These include: educational psychologists; specialist services for HI/VI; Autism Outreach; GPs; school nurses; clinical psychologists; speech and language therapists; paediatricians and Social Services.

HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS AT SCHOOL?

- If you are concerned about your child's progress in a particular subject, you should speak to your child's teacher initially
- If you are still not happy, you should contact the Head of Faculty
- If you are not happy that your concerns are being managed and that your child is still not making progress, you should speak to the SENCO. If you are still unhappy, you can speak to the school SEND Governor.

HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE CONCERNS ABOUT MY CHILD'S LEARNING?

- If your child is identified as not making progress, additional strategies will be put into place by their teacher. If these are not successful, the Head of Faculty will become involved and, if necessary, will make a referral to the Students with Additional Needs (SWANs) Panel to discuss additional interventions and strategies.
- The Head of Faculty or SENCO will be in touch with you to discuss this with you in more detail and to listen to any concerns that you may have. They may wish to discuss any additional support that your child may receive or any referrals to outside agencies to support your child's learning.

ATTAINMENT AND PROGRESS OF STUDENTS WITH SEND

Attainment at Key Stage 4 2018 (From DFE un-validated data set)

Attainment 8

	School
SEN Support	3.7
EHCP/Statement	2.8

Progress 8 (From DFE un-validated data set)

	School
SEN Support	-0.26
EHCP/Statement	+0.67

WHAT IF I NEED TO COMPLAIN?

Parents have the following rights of redress, should the school, governors or Local Authority fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or Leicestershire Local Authority's complaints procedure
- Disagreement, resolution and mediation services (for disagreements between parents/young person and the Local Authority or parents/young person and the education provider)
- Complaints to OFSTED (about whole SEN provision, rather than in relation to individual young people and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-tier Tribunal (against local authority decisions and against schools and local authorities where there has been disability discrimination). This must follow mediation
- Contact the Academy Trust (as set out in the academies' complaint procedure)
- Secretary of State (when procedures followed in dealing with a complaint against a school may not have been handled correctly).

NAME AND CONTACT DETAILS OF THE SENCO

Judith Arnold

Telephone: 01530 413748 extension 261

Email: j.arnold@ashbyschool.org.uk

INFORMATION AND ACCESS TO SUPPORT SERVICES, IN ACCORDANCE WITH SECTION 32 (CHILDREN AND FAMILIES ACT, 2014)

Please contact the SENCO, Judith Arnold

Leicestershire County Council Webpage Link: http://www.leics.gov.uk/local_offer