

SEN Policy and Information Report

Ashcroft School



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1. Overview

The aim of our SEND policy is to ensure that the special educational needs of pupils are provided for through an individual, flexible, person-centered approach so that each pupil reaches his or her full potential academically and personally. We believe everybody deserves an equal chance in life. There are no exceptions.

Ashcroft School and its extended services are part of **The Together Trust** which is a charity offering care, support and special education to children, adults and families. We are an independent special school catering for children and young people aged 5 to 18 years who have struggled to cope in other settings because of their Special Educational Needs and in most cases societal, environmental and/or personal barriers to their learning.

Our SEN Support focuses on four key areas:

- Building and Developing Social and Emotional Skills
- The Impact on Mental Health from Childhood Trauma /
- Progression in Cognition and Learning
- Communication and Interaction Needs

Ashcroft School also works in partnership with Manchester Secondary PRU in two of our extended services, Ashcroft College and The School House. We work closely with the SEN and Social Care Departments across approximately 14 Local Authorities from around the Northwest (and further afield) along with a wide range of professionals working within the trust itself for e.g. our therapy teams who can provide personalised support in areas such as Occupational Health, Speech and Language and Play Therapy

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1: Assistant Head Teacher: Personal Development, Behaviour and Welfare

They will:

- Work with the Head Teacher and senior leadership team to determine the strategic development of the SEN policy and provision in the school
- Oversee the daily operation of the SEN policy and the co-ordination of specific provision made to support individual pupils
- Coordinate the ECHP annual cycle of review and ensure it is maintained in accordance with the SEN code of practice across Ashcroft School and liaise with local authorities and other outside agencies to ensure process is efficient and maintained
- Quality assure annual/interim ECHP Consultation Reports are delegated correctly to key staff and quality assure at completion.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to appropriate package of support is in place for all pupils.
- Be the point of contact for external agencies, especially local authorities and its support services
- Coordinate a school wide involvement in planning for post 16-18 transition so as to ensure that provision in place and students are secure and prepared.
- Liaise closely with the Stockport Families professional for IAG and the schools IAG officer to coordinate their programs of work with students throughout the year. This includes but is not limited to the involvement of :
 - Stockport Families Advisor for IAG
 - The Ashcroft based independent advisor for IAG
 - Pupils and their parents and carers
 - Local Authority representatives
 - Potential Post 16-18 providers

- Virtual School Team (where appropriate)
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Quality assure the pastoral files and that key documents such as the Individual Education Plan is reviewed by teachers and key workers each term.

4.2 The Head Teacher

- Work with the Assistant Head Teacher to determine the strategic development of the SEN policy and provision in the school
- Help to raise awareness of the issues and challenges facing Ashcroft pupils and families/carers with the governing body and the Trustees.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Work with senior leaders to determine the strategic vision of the School and its extended services to further explore creative and innovative opportunities for growth and development in order to sustain, improve and extend the Ashcroft SEND offer

The Head Teacher will direct the work of the Senior Leaderships team to ensure

- There is high quality teaching across the school which is accessible to all
- Monitor the quality and effectiveness of SEN and disability provision within the school and extended services

4.3 Exams officer

As the majority of our pupils have an ECHP the exams officer must

- Co-ordinate a school wide and consistent collation of evidence with regards to individual pupils' access arrangements in external examinations
- To provide training to all staff on the invigilation of external examinations and how best to support pupils with individual special needs
- Organise for pupils have adequate time to prepare for the processes and procedures external examinations require.

4.3 Class teachers/Form Teachers

Each class teacher is responsible for:

- The delivery of Emotional Literacy programme to their form group each morning for 30 minutes. All planning and resources are provided by the Teaching and Learning Coordinator to ensure a consistency of approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- To attend and participate fully in the review cycle for key pastoral documents such as IEP's Risk Assessments and Behaviour management plan and Boxall Profiles
- Ensuring they follow this SEN policy

Key Workers

- To communicate progress with parents/carers on a daily basis through the use of handover sheets
- To complete a keyworker log after discussion with parents/carers on a fortnightly basis
- Assist in the creation of Behaviour Management Plans, Boxall profiles and Risk assessments

5. SEN Information report

5.1 The kinds of SEN that are provided for at Ashcroft School are:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, and emotional difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Mental Health difficulties such as suicidal Ideation and Self-Harm, Anxiety and Depression

5.2 Consulting and involving pupils and parents/carers

Parents/carers are supported by the pastoral leads at the school and this begins on entry to the school.

They will have an early discussion with the pupil and their parents when they enter the school identifying support needs through discussion and existing referral paperwork. This will be fed into pupil's pen portraits to enable support needs to be shared effectively with all staff and ensure that the correct support is in place.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.4 Supporting pupils moving between phases and preparing for adulthood

Ashcroft will share information with the school, college, or other setting the pupil is moving to. Ashcroft will agree with parents and pupils which information will be shared as part of this.

Additionally, Ashcroft has an independent career advice and transitions worker who identifies potential placements and assists in the transition process for our pupils. Ashcroft also works closely with Stockport's services for young people's caseworker which entails weekly meetings with our pastoral lead on pupils' progress and the identification of post 16 placements.

5.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Ashcroft also provide the following interventions:

- ◆ Ashcroft school has access to both a speech and language therapist and an Occupational therapist, they are based here one day a week and work with pupils who we have identified as benefitting from this therapeutic input.
- ◆ Ashcroft also has a play/communication therapist who is employed by ourselves 3 days per week
- ◆ The school has access to the Trust's Clinical Psychologist

Counselling and CBT can be arranged for pupils with other services within the Trust or with local partner voluntary organisations

5.6 Adaptations to the curriculum and learning environment

Every pupil at Ashcroft has an Individual Education Plan which is used to ensure that the curriculum is delivered in the most effective way with the emphasis on achievable set targets to enable the pupil to progress.

Ashcroft also make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.7 Additional support for learning

Ashcroft's Learning Support assistants are trained to deliver interventions such as Pro-act SCIPr and one is also trained in intensive reading support.

Teaching assistants will support pupils on a 1:1 basis when they require additional support such as reading or scribing

Teaching assistants will support pupils in small groups within day to day lessons.

We work with the following agencies to provide support for pupils with SEN:

- Stockport Service for Young People
- CAMHS/HYMs
- Stockport Homes

5.8 Expertise and training of staff

Our SENCO has ten years experience in this role and has worked as designated deputy safeguarding lead for eight years.

They are allocated set time and receive regular training updates throughout the year to manage SEN provision.

Ashcroft's Learning Support Assistants are all trained to deliver SEN provision.

In the last academic year, staff have been trained in safeguarding and Pro-act SCIPr.

We use specialist staff for play/communication, speech and language and occupational therapy.

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term through IEPs
- Reviewing the impact of interventions half termly or less as required.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on trips to a variety of museums and places of interest.

All pupils are encouraged to take part in outdoor education and drama projects.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- The majority of pupils at Ashcroft have an Educational Health and Care Plan and have been referred by their local authorities.
- All pupils are given the same opportunities to progress and achieve through differentiated and bespoke educational provision.
- The school is equipped with ramps to enable ground floor access for pupils with physical disabilities

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to take part in the debating communication session to promote teamwork/building friendships etc.
- Emotional Literacy sessions are held daily and form an important area of the school day.
- Ashcroft also has a pastoral team who offer additional support where required with parents/carers and pupils.

We have a zero tolerance approach to bullying.

5.12 Working with other agencies

The school has good links with local authority SEN teams, social care teams, Youth Offending Services, CAMHS/HYMs, Stockport Homes, Barnado's, Eclipse, MOSAIC and Early Help teams.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

Parents are supported by the school's pastoral team who will advise them of other services available to them such as Early Help team, MOSAIC, Eclipse and the authority's parent partnership.

5.15 Contact details for raising concerns

Eileen Sheerin - Headteacher - 0161 283 4832

5.16 The local authority local offer

Our contribution to the local offer is available on several Greater Manchester authorities' websites.

6. Monitoring arrangements

This policy and information report will be reviewed by the Deputy Head **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Equality and Diversity
- Behaviour
- Safeguarding
- British Values
- Bullying