

# Ashmole Academy

## SEN Information Report

### September 2016

#### Definition of Special Educational Needs (SEND):

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or where as a direct result of the disability he or she has a significantly greater difficulty in learning than the majority of others of the same age

#### Disabled children and young people:

Some students who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

#### The kinds of SEND that are provided for:

We have experience of supporting a range of needs, including:

##### Cognition and Learning

Specific Learning Difficulties (e.g. Dyslexia and Dyscalculia)

Moderate Learning Difficulties

Global Developmental Delay

Microcephalia

##### Communication and Interaction

Autism Spectrum Conditions: Asperger’s Syndrome (mild and moderate) and Autism (mild and moderate)

Auditory Processing Disorder

Semantic Pragmatic Disorder

##### Sensory/Physical

Dyspraxia

Fragile X

Klinefelter’s Syndrome

Soto's Syndrome  
Marfan's Syndrome  
Cerebral Palsy  
Epilepsy  
Mild to moderate Hearing Impairment  
Mild to moderate Visual Impairment

#### Social, Emotional and Mental Health

Tourette's Syndrome  
ADHD and ADD  
Obsessive Compulsive Disorder  
Anxiety  
Social and emotional difficulties

#### **Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO:**

The SENCO is Mrs P Elvin who may be contacted at Ashmole Academy in the first instance through her PA, Mrs Logie either by telephone or by email to [office@ashmoleacademy.org](mailto:office@ashmoleacademy.org).

At Ashmole Academy we work together to identify needs, put appropriate interventions in place, monitor progress and set targets. The progress of all students remains the responsibility of the Subject Teacher. At any time in a student's career, failure to make adequate progress is quickly identified by the subject teacher. Subject teachers engage in an 'Assess, Plan, Do, Review' cycle specific to their subject in order to intervene and help the student catch up as quickly as possible. They work with Heads of Department in the first instance and, if progress continues not to be made, with the SENCO. In a small number of cases they may then be included on the SEN Register, with family and student approval, as appropriate. This will also require the approval of the Head Teacher.

The SENCO administers a spelling and reading comprehension test in the first few weeks of Year 7. This is repeated in Year 9 to check rate of progress. From these tests we identify those who are significantly below the average for their age in reading and/or spelling so that we can arrange appropriate interventions with the student and family.

Information from primary schools, external agencies, the student and family is also used to identify those students who are currently receiving SEN Support or who might need it in the future. Teachers conduct Baseline Assessments in the first few weeks of Year 7 to identify those students who are significantly below the expected level. At any stage throughout their school career, students can be referred to the SENCO for assessment, advice and where appropriate, additional support.

Students may also present with social, emotional or behaviour difficulties. These are initially referred to the Learning Mentor for the Year Group, but may be referred for

SEND support if sufficient improvement is not made where an identified and confirmed condition represents a significant obstacle to their learning.

The SENCO is able to administer a range of assessments with parental approval, including:

Cognition and Learning

Comprehensive Test of Phonological Processing and initial dyslexia and dyscalculia screening, Access Reading Test

Communication and Interaction

British Picture Vocabulary Scale

Physical/Sensory

DASH (Detailed Assessment of Speed of Handwriting) and typing speed

Social, Emotional and Mental Health

Asperger's and Autism rating scales, ADHD rating scales, Emotional Literacy checklists.

Where necessary the SENCO will make contact with external agencies for more specialist assessments, with the agreement of family and student.

**Arrangements for consulting parents of children with SEND and involving them in their child's education:**

Where a student is identified as having a special educational need parents/carers are consulted when we intend to offer assessments or support that is different to that normally provided to the majority of students.

The views of parents/carers and students are sought at termly review meetings, and they are invited to complete a 'Parent/Carer Advice Form' for Annual Review meetings of Statements of SEN or EHCPs so that their views can be formally recorded.

Parents/Carers of children with identified needs or those who have concerns are welcome to contact the SENCO to discuss their child. Parents/Carers are invited to collaborate on the 'Ways To Help Sheets' and 'SEN Support Plans' used by all Teachers, Learning Mentors and Teaching Assistants to help optimise and personalise the learning experience.

**Arrangements for consulting young people with SEND and involving them in their education:**

Students with SEND are invited to attend all SEND review meetings where this is considered appropriate by the school and family. Students are invited to collaborate on their Ways To Help Sheets or SEN Support Plans. Students are invited to complete a 'Student Advice Form' or are supported in giving their written opinions

and ideas. Students have a role in the assessment and review of their progress and support, in meetings and in lessons. All students are provided with challenging targets, are asked to set their own small-step targets to achieve these, and respond to individualised improvement prompts. Student engagement is maintained through self-assessment activities directly linked to their targets grades and levels, and through receipt of non-verbal or verbal praise, merits and subject postcards for good work and effort. It is recognised that the self-esteem of SEND students can be below average and we actively seek to improve this and promote self-efficacy and resilience.

### **Arrangements for assessing and reviewing children and young people's progress towards outcomes:**

Student progress is monitored continuously using informal and formal assessments by the subject teacher to inform their planning and delivery of lessons. Progress is formally recorded on subject target sheets six times a year. 'Interim Progress Checks' are issued once a year and a set of Subject Report Grades issued as part of the Annual School Report. Progress is monitored by Heads of Department, Key Stage Managers and Line Managers and, where appropriate, the SENCO to ensure timely interventions are in place and reviewed.

If progress is less than expected in terms of levels or grades, individual targets or both then teachers will make adaptations to the learning environment, amend differentiation and may offer interventions as part of their 'assess, plan, do, review' cycle. This graduated response is individualised to each student.

Termly meetings are held for SEND students, the first of these is usually the Annual Review/Transition Meeting. In the Spring Term it will be the Parents' Evening, and in the Summer Term it will be with the SENCO and Support Team. Appropriate External agencies are invited to contribute to Annual Review meetings.

Teachers are asked to provide advice towards these meetings using all available assessment data. This enables finely tuned provision to be planned and delivered in conjunction with subject teachers and support staff.

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

The SENCO (Mrs P Elvin) and Transition Co-ordinator (Ms D Burton) liaise closely with primary schools to ensure smooth transition for SEND students and those who may require further assessment of need. This process is overseen by the Assistant Head Teacher responsible for SEND.

Transition Meetings are held in Year 9,10 and 11 with the involvement of Careers Guidance professionals as appropriate.

Students are supported in researching suitable courses as well as completing College, 6<sup>th</sup> Form and University applications as appropriate. The SENCO liaises with post 16 course providers as appropriate to ensure that the student and provider are as prepared as possible.

We make our best endeavours to support our students in becoming as independent as possible in preparation for adulthood, including the delivery of alternative programmes include ASDAN and Entry Level qualifications as appropriate.

### **The approach to teaching children and young people with SEND:**

The responsibility for progress of SEND students rests with the individual subject teacher, even if students are withdrawn for specialist interventions led by the SENCO, specialist SEN Teachers or Teaching Assistants. All SEND students receive individualised target setting, differentiation, interventions and support overseen by the SENCO and Heads of Department. SEND students are mainly taught in mainstream, inclusive classrooms, with the support of a shared Teaching Assistant or Learning Mentor if appropriate. We seek to reduce dependency on adult support whenever possible. A very small number receive specialised lessons in Curriculum Support, with the aim of improving their independence, academic and life skills.

It is expected that the vast majority of needs can be met effectively through high quality teaching, differentiation and adaptations to the learning environment, including the use of specialised equipment and ICT. Students who have Education and Healthcare Plans (EHCs), and/or where there are very special circumstances, and/or where they are significantly below average for their age on one or more measures are usually considered SEND with the agreement of their parent/carer and themselves as appropriate. It is also possible that students can be considered as SEND for a short amount of time, depending on their rate of progress. At Termly meetings, those who have overcome their barriers to learning and are attaining levels in line with their underlying ability will be removed from the SEN Register and no longer receive additional support with the agreement of parents.

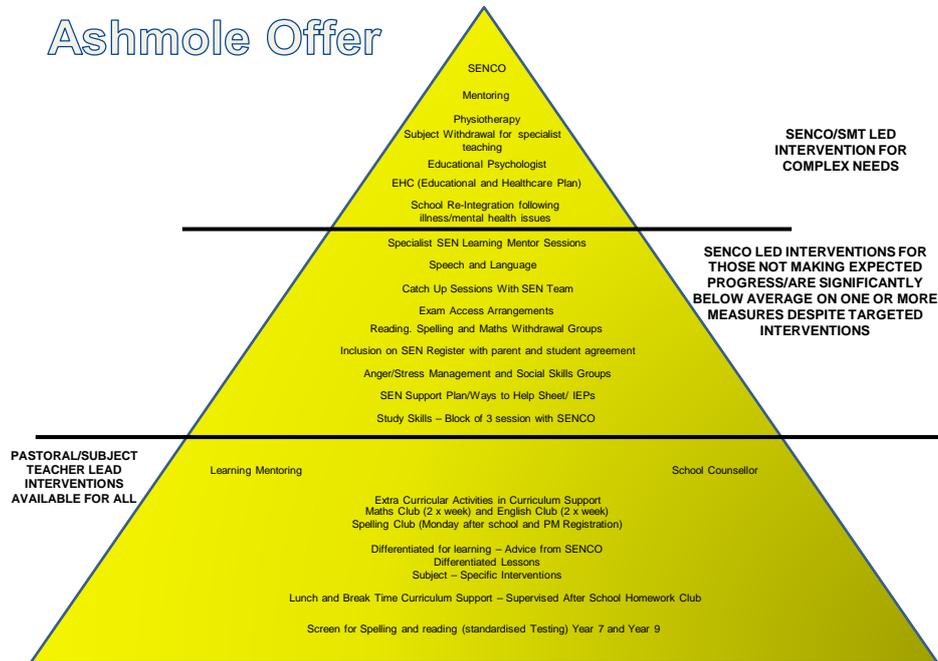
The school recognises that pupils with medical conditions need to be appropriately supported to promote full access to the broad and balanced curriculum and be fully included in the school community. Students will not normally require SEN Support unless their medical need has a significant impact on their learning.

Where a student has a more significant and long-term need, it may be necessary to involve the expertise of External Agencies. Any application for an Education, Health and Care Plan is made with the advice of External Agencies.

Provision for children with SEND is outlined in the Ashmole School Provision Pyramid below. All interventions aim to secure at least adequate progress which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Improves the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help and independence.
- Demonstrates improvements in the child's social, emotional and mental health.

## Ashmole Offer



Details of Barnet's Local Offer can be found at [www.barnet.gov.uk](http://www.barnet.gov.uk)

Details of Enfield's Local Offer can be found at [www.enfield.gov.uk](http://www.enfield.gov.uk)

### Personal Education Plans (PEPs)

Looked After Children will have Personal Education Plans (PEPs), reviewed with the Carers, Social Worker, School and relevant External Agencies.

### SEN Support

Students with significant needs have an SEN Support Plan, drawn up collaboratively with school staff, student, family and external agencies as appropriate. Needs are met within the classroom and through withdrawal intervention programmes individually or in small groups. Support might also be available from one or more outside agencies, for example CAMHS or the Educational Psychology Service. If the school, in agreement with external agencies, parents and student, feel that the child has exceptional needs and is not making sufficient progress despite a high level of intervention they we might request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP). Termly meetings are held for all students at SEN Support. The first of these is with SENCO in the Autumn Term, with appropriate Teaching or Support staff. In the Spring Term it will be the Parents' Evening, and in the Summer Term it will be with the SENCO and Support

Team. Appropriate External agencies are invited to contribute as appropriate.

## **Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs**

Students who are classed by the Local Authority as having exceptional needs will be issued with an EHCP (previously known as a Statement) which outlines all of the student's special educational needs and any special educational provision necessary to meet those needs. The EHCP will have long and medium term objectives that the child would be expected to achieve. Progress against these objectives is reviewed annually in an Annual Review meeting. Termly meetings are held as for SEN Support students. Students with EHCPs all have SEN Support Plans.

## **Concern**

Students who are at risk of under-achieving and who need additional differentiation and monitoring to prevent this are included on the Concern List. This can include students who have English As An Additional Language (EAL). Some of these students require additional advice to teachers from the SENCO called the 'Ways To Help Sheet'. This is often written collaboratively with appropriate External Agencies, Parents, Student, Teachers and the Support Team.

## **How adaptations are made to the curriculum and the learning environment of children and young people:**

We seek to help students overcome obstacles to learning through:

- Teachers and support staff who are well-informed about individual needs through individualised 'Ways To Help Sheets' and SEN Support Plans. Teachers and support staff have direct access to these documents. They are also available on our digital Student Information Management System and in the SEND area on the Academy's file management system.
- Teachers and Support staff who are provided with information about different SEN and Medical conditions through using our Firefly Learning Platform and 'Differentiation for Learning' and 'Differentiation Toolkit' folders in shared area.
- Use of Assistive Technologies including e-readers for all Year 7 and Year 7 students pre-loaded with selected reading books, Text-To-Speech and Speech to Text Software, notebooks and SEND software as appropriate.
- Teachers who are supported by Subject Managers, SENCO, the Assistant Head in charge of Inclusion, Specialist SEN Teachers and SEN Teaching Assistants, Learning Mentors, Training and Development on INSET days as well as regular Faculty Meetings and Year Team Meetings
- Advice from external agencies where appropriate.

- Examination Access Arrangements given on the recommendation of the SENCO who is also the Specialist Teacher for the assessment of those requiring Examination Access Arrangements. Students are considered on an individual basis. Not all students registered as SEND will need or will be eligible for access arrangements.

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

The Learning Support Faculty is led by the Assistant Head Teacher who has responsibility for Inclusion. The Curriculum Support Department is led by the SENCO and consists of a team of experienced Teaching Assistants, a Trainee SENCO, an SEN Teacher and a PA to the SENCO.

The SENCO is an experienced and qualified Teacher. She holds an MSc in Psychology and is a member of the British Psychological Society. She has a Post Graduate Diploma in Professional Studies in Education, and a Postgraduate Certificate in Professional Studies in Education (Co-ordination of Special Educational Needs). The SENCO is also the Specialist Teacher for Examination Access Arrangements.

### **Evaluating the effectiveness of the provision made for children and young people with SEND:**

Key Stage Managers, Heads of Departments and the SENCO monitor the progress of SEND students as compared to their expected progress on a termly basis. Targets are carefully set to be specific, measurable, achievable in a term, relevant to the individual and closely linked to the most appropriate support and interventions. The effectiveness of support and short term interventions is measured by comparing an assessed measure before and after the intervention, for example a reading age, a national curriculum level, understanding of subject specific vocabulary or the ability to solve a particular type of mathematical problem. More qualitative measures can also be used where targets are social, emotional or behavioural. The SENCO prepares an annual review of the progress of students on the SEND Register. This analyses the effectiveness of SEND teaching across the Academy as well as Curriculum Support Interventions.

### **How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND:**

All SEND students are encouraged and supported in being fully included and active members of the school community. Students are assisted as necessary with practical issues, including a Welfare (Medical) Room, lift access, wheelchair access, and assistance with using the Refectory. They are also assisted as necessary with social, emotional or behavioural issues, including Mentoring, Mindfulness, Counselling, Friendship Circles, Form Group and Year Group activities. A range of extra-curricular activities are available to all students, including Curriculum Support's daily lunch and break time club and nurture group, providing a safe, supervised environment. After school Homework Clubs are available every day except Tuesday for all students of all ages in Curriculum Support. All SEND students are able to attend all or any extra-curricular clubs and activities provided by the school for all students.

### **Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying:**

We seek to promote the personal development of all SEND students by:

- Every student having a Form Tutor and access to a Learning Mentor for their Year Group.
- Zero tolerance of bullying with fast and fair response led by Key Stage Managers specific to each Year Group.
- Maintaining a highly structured learning and social environment that explicitly and consistently holds high expectations of every student, according to their developmental stage and areas of difficulty.
- Actively teaching independent study skills.
- Working collectively to boost self-esteem, confidence and emotional resilience.
- A strong Pastoral Support structure.
- High levels of parent and student engagement and support.
- High levels of peer support promoted by formalised Friendship Circles where appropriate, sensitive seating plans, peer review techniques, carefully managed group work, circle time, other form group activities and a Sixth Form Buddy Scheme overseen by the SENCO.
- A range of extra-curricular activities and interventions to help students develop their interests and achieve their potential.
- Use of an SEN specialist Learning Mentor.
- Collaboration with form teachers to enable active participation in form time activities.
- Anger/Stress Management sessions led by SENCO, Teaching Assistant or Learning Mentor as appropriate.
- Self-esteem and Social Skills Sessions led by SENCO, Teaching Assistant or Learning Mentor as appropriate.
- Speech, Language and Social Communication Sessions SENCO, Teaching Assistant or Learning Mentor as appropriate.
- Re-tracking by Learning Mentor following incidents of inappropriate behaviour.
- Referral to School Counsellor if appropriate with parental and student consent.
- Liaison with External Agencies where appropriate with parental and student consent.
- Access to the lessons away from mainstream classrooms in Curriculum Support, the Individual Learning Room or Phoenix Centre as appropriate.

### **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:**

We make referrals to external agencies when it is our professional judgment that more specialist expertise is required. Parents/carers are consulted when the child and family is discussed with any external agency.

These include:

- Local Authority Educational Psychologists and Advisory Teachers
- Speech and Language Therapy Service
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- The Southover Partnership

- Other agencies as described in the Local Offer

**Arrangements for handling complaints from parents of children with SEND about the provision made in school:**

Complaints should be initially addressed to the SENCO. This can be done by contacting her PA. If the SENCO is unable to assist then the matter will be referred to the Assistant Head for Inclusion, Mrs McLaren.