



Ashlyns School

SEN Information Report 2018-19

This report is designed to meet the legislative requirements for SEN information reports, which are set out in [schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

Introduction

Welcome to our SEND information report which is part of the Hertfordshire Local Offer for learners with special educational needs and disabilities. At Ashlyns we are committed to working together with all members of our school community. We welcome your feedback and future involvement in the review of our SEND Report, so please do contact us. The best people to contact this year are: Elly Haezewindt- INCo Sarah Johnson-Putt – Assistant INCo
If you think your child may have SEND please speak to their form tutor or the INCo.

What types of SEN do we provide for?

We acknowledge that a significant proportion of students may at some time in their school career require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

At Ashlyns School, as part of the SEND Code of Practice 2014, students who are identified as having a special educational need are considered within one or more of the following categories of need:

Cognition and Learning:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)

Social, Emotional and Mental Health Difficulties:

- Attention deficit disorder(ADD/ ADHD)
- Attachment Disorder / anxiety related barriers to learning

Communication and Interaction needs:

- Speech, language and communication needs (SLCN)
- Autism (ASD)

Sensory and/or Physical needs:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

How do we identify and assess pupils with SEN?

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- be similar to that of peers
- match or better the student's previous rate of progress
- close the attainment gap between the student and their peers
- prevent the attainment gap growing wider

Where students continue to make inadequate progress despite support and high quality

teaching, the class teacher will work with the Inclusion Coordinator (INCo) to assess if a student has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers.

Identification of SEND may also be made in the following ways:

- Liaison with primary school/previous school
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from pediatrician

If a student is identified as having SEND then their name can be added to the SEND list. Being on the SEND list is fluid and students are monitored regularly and following a careful evaluation can be removed from the list.

Who is our special educational needs co-ordinator (SENCO) and how can she be contacted?

At Ashlyns we use the term Inclusion Coordinator or INCo, this incorporates the role of SENCO

INCo: Elly Haezewindt

Contact details: ehaezewindt@ashlyns.herts.sch.uk / 01442 863605

What is our approach to teaching pupils with SEN?

At Ashlyns School we aim to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of students with special educational need or disability. We believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all students in their class including those students who access support from teaching assistants or specialist staff.

High Quality Teaching

High quality teaching is that which is differentiated to meet the needs of the majority of students. This would mean:

- That the teacher had the highest possible expectations for your child and all students in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place to enable your child to be fully involved in their learning
- Specific strategies (which may be suggested by the INCO or outside staff) are in place to support your child's learning.
- All children in school will be receiving quality first teaching as part of excellent classroom

practice.

The INCo is responsible for ensuring that:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a student's needs
- The quality of teaching for students with SEND, and provision across the school is efficiently managed.

Some students will need something **additional to** and **different from** what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. Then, the INCO is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- *Additional adult support in the classroom* – Teaching Assistants (TAs) who support the teacher in helping the learning of whole classes; the INCO is also able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students are significantly below the expectations for their age and meet Exceptional Needs Funding criteria.
- *Withdrawal sessions* – when students come out of some lessons for pre-arranged sessions either with teachers, outside agencies or TAs to work on, for example, handwriting, reading etc.

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve expected attainment and progress for their ability.

The INCO consults with subject teachers, Heads of Faculty and Heads of Year, as well as with support staff, to discuss the student's needs and what support would be appropriate.

How do we adapt the curriculum and learning environment?

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities, to ensure the student can access the learning.

Subject teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the INCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.

Teaching Assistants are provided in targeted classes to support pupils access to the curriculum and to respond to pupils' needs. Teaching assistants will liaise with the class teacher and INCo to support the pupil effectively.

Other ways in which we provide an inclusive curriculum and learning environment are:

- Ensuring staff have opportunities for relevant continued professional development relating to SEND
- All teachers are provided with information, through regular information emails and hints and tips sheets, on the needs of individual pupils so that they can plan differentiated learning within our curriculum to ensure that all pupils are able to make progress and that the teaching is matched to meet the needs of every child.
- We make reasonable adjustments within the school setting to meet the needs of pupils in line with the Equality Act 2010. If, for example, a child has Speech Language and Communication Needs teachers will use simplified language, non-verbal cues such as visual prompts. If a child has ASD (Autistic Spectrum Disorder) then teachers will use simplified language and visual prompts to enable the child to access the learning.
- Responding to outside agency advice and providing specialised resources where required when possible.
- Access to areas of the upper floor is available via a lift. Lift passes are given to pupils who require this access.
- The site has five disabled toilets
- The school has access to various language interpreters for when needed e.g. translation for parents evenings, although prior arrangement is necessary.
- Responding to the views of children with SEND and their parents/carers
- Homework Club is available to all students, where students can seek help from a member of the teaching assistant team. Parents/carers can speak to their child's tutor for more information about Homework Club.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

All students are entitled to be included in all parts of the school curriculum and we aim for all students 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. This may include specialist advice from Advisory Teachers, where relevant. In the unlikely event that it is considered unsafe for a student to take part in an activity, the school endeavours to seek alternative activities which will cover the same curriculum areas where possible.

In some cases financial contributions are made by the school so that pupils are able to participate in activities where cost is a barrier.

How do we consult parents of pupils with SEN and involve them in their child's education?

We value the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

Parents/carers of a child with SEND support will have the opportunity to meet with the INCo at least once a year formally and at least twice informally with the inclusion team.

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor, or any other teacher and discuss how their child is progressing. Parents/carers can contact staff members directly by email or through the school office: admin@ashlyns.herts.sch.uk, or 01442863605

Planned arrangements for communicating between school and home include:

- Each year group has at least one parents evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.
- Each year group has a report programme, which includes two interim data sheets (current levels of attainment), one full written report. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas. A parents evening is also included in the programme.

If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the INCO and attended by parents/carers, teachers and outside agencies involved in the student's education.

How do we consult pupils with SEN and involve them in their education?

We hold the views of students in high regard and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability).

- House councils
- Whole-school council
- Student panels regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire
- Student Learning Council

Student views are welcome at any time but are specifically sought as part of their annual review, and at the end of a targeted intervention. We ask all students to contribute to their Hints and Tips sheets.

How do we assess and review pupils' progress towards their outcomes?

Regular monitoring of the quality of provision for all students including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

How do we support pupils moving between different phases of education?

When pupils join Ashlyns our goal is to make sure our new students feel like they belong at Ashlyns before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

Key Stage 2-3 (year 7 to year 9)

- A careful transition is planned and arranged. The INCO and Head of Year 7 work closely with primary schools to organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition.
- All students in year 6 who have accepted a place at Ashlyns for year 7 are invited to transition day in July. The day provides a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates. SEND students are invited to an additional session at the school during the Summer Term, as determined by the students' needs.
- Parents/carers are invited to an 'Intake Evening', to meet key members of the pastoral team and to receive information about the organisation of the school.
- The INCO and Head of Year 7 visit the main feeder primary schools to meet students, gather information from year 6 teachers and support staff and to offer informal 'question and answer' sessions for students. For pupils coming from a Primary school not visited, an afternoon tea is held for parents and pupils to informally meet key staff and to ask questions.
- Ashlyns teachers are provided with information about all new students' needs, strengths and background before the end of year 6.
- On the first day of the new school year in September year 7 students have an induction day. On this day, students learn routines and procedures.
- Every student's school file is passed on to the Head of year, (or, in the case of students with SEND, the INCO) at the start of year 7.
- The school arranges regular transition groups and visits for vulnerable year 6 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised. These are designed each year to meet the students' needs, but typically involve individual tours.
- Each year, a number of year 7 students arrive at Ashlyns who are below national expectations for secondary school. For these students, additional literacy and numeracy is

provided.

Key Stage 4 (year 10 to year 11)

- For KS4, students choose from a range of GCSEs, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- Students in year 11 are offered 1-1 careers advice to help them plan possible routes for training or education.

KS5 (year 12 to year 13)

- The school arranges visits to open days and further education fairs for all students. Support with finding and applying for apprenticeships is also available.
- Students are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for students to inspire the ambition to pursue this route.
- Students with an EHCP who are moving on to further education are supported by the county's Youth Support Services. A youth support worker will attend all Annual Reviews from Year 9 onwards to help plan and organise support for the move to college or vocational training.
- All information relating to a student's exam concessions and required differentiation is passed on to college or training provider during the summer term of year 11, when college places have been confirmed.

Joining mid-year

- A student 'buddy' is chosen to support the new student for the first few days of being at Ashlyns. The buddy takes the new student to lessons, introduces them to other students, answers questions and informs staff how well the new student is settling in to school.
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

Transition between year groups

- From year 8 onwards, where possible the head of year moves with the children to provide continuity
- Hints and tips are highlighted and made available to teachers at the start of each academic year to ensure information is passed on to new teachers

How do we support pupils preparing for adulthood?

Educational Health Care Plan (EHCP) students' year 9 and 11 and all Children Looked After are supported by Youth Connexions to create a plan to support Transition to Post 16 Education.

Senior Leadership Team and Head of Years offer mentoring for students at points of transition through the Year 9 options evening and into Sixth Form evening.

Pupil premium and SEND students are given the opportunity to complete the Morrisby test to identify strengths and career options

How do we support pupils with SEN to improve their emotional and social development?

The school uses a positive behaviour management system.

Our Behaviour Principles

- We expect everyone in our community to uphold high expectations of behaviour, and to recognise, celebrate and promote a culture of success.
- We expect students to take responsibility for their own actions.
- We expect students to consider the impact of their behaviour on others and to set a good example, both within the school and wider communities.
- The **rewards** system will actively recognise those who make a positive contribution and uphold our core values and community expectations. Anyone choosing to break these will expect the corresponding consequence.
- We will provide clear guidance relating to the policy and procedures. All members of our community have access to a copy of our Community Expectations, the Rewards system and the Consequences system. All students are provided with a personal copy in their Student Planner and there are copies of each of these documents in all classrooms.

Rewards

Rewards and celebration of achievements are seen by Ashlyns School as the most positive way in which to encourage good behaviour, motivation and academic progress. Our School community recognises and celebrates the success of individuals and groups in a variety of ways and continues to review the rewards system in consultation with students, staff and parents/carers.

Achievement points can be given by any member of the school staff and will be logged on PARRS as well as regularly monitored by the tutor.

Parents/carers are encouraged to view their child's behaviour record on In-sight.

Points are monitored by tutors and are linked to rewards such as a buffet lunch or the right to take part in activities or to attend the Leavers' Ball. This enables the pastoral team to identify students who are falling behind their peers, to investigate and to address the reasons for this. Tutors are the first point of contact for parents/carers about their child's pastoral and social well-being.

We have a small team of Learning Mentors (LMs) who can support pupils' social and emotional wellbeing. The areas of emotional difficulties that LMs provide for are: friendships and relationships; anger management; loss and change; self-organisation.

Students who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes and break times, such as the inclusion lunch table and the inclusion room, where they are supported by TAs to manage unstructured social time.

The school employs counsellors which pupils can access following a referral from staff.

If a student is unwell during the school day, then they will be sent to the matron. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The School matron will decide if the student is well enough to stay at school or not.

In a medical emergency, the matron or first aider will attend urgently, and may call for an ambulance if the student requires hospitalisation. All staff are trained annually on administering Epi-Pens for anaphylactic shock, and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

What expertise and training do our staff have to support pupils with SEN?

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

- All staff at the school engage in staff meetings where 'Quality First Teaching' is addressed.
- The INCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND.
- All staff have regular CPD. The progress of all students, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual student needs as necessary.
- Teaching assistants are engaged in ongoing training.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the INCO or other staff with relevant expertise.

How will we secure specialist expertise?

The INCO liaises with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Educational Psychology Service
- Hertfordshire Advisory Service : Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team

How will we secure equipment and facilities to support pupils with SEN?

Resources are allocated to support children with identified needs. This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals. Specialist equipment, books or other resources that may help the student are purchased as required.

Funding for SEND is mainly delegated to our budget. It is expected that we provide support to our students with SEND from our SEND budget. Where a student requires an exceptionally high level of support that incurs a greater expense, we can make a request for Exceptional Needs Funding. To access this Ashlyns school will demonstrate how we have spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities into the school's budget.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

Sometimes we need to speak with other professionals such as Speech Therapists, Educational Psychologists, Occupational Therapists, Social Services and Paediatricians because we cannot provide the level of support your child needs.

In such cases, we can help complete the referral paperwork and liaise with those professionals directly so that we can achieve the best possible outcome for your child.

How do we evaluate the effectiveness of our SEN provision?

Through our regular data monitoring, observations of teaching and learning, feedback for students, parents and teachers we measure the impact of the support provided for SEND pupils. If we see evidence that the student is making progress academically and that the gap is narrowing – they are catching up to their peers we can recognise this as positive impact.

Students may move off the SEND register when they have ‘caught up’ or made sufficient progress.

How do we handle complaints from parents of children with SEN about provision made at the school?

In the first instance, complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school’s Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Who can young people and parents contact if they have concerns?

INCo: Elly Haezewindt
Contact details: ehaezewindt@ashlyns.herts.sch.uk / 01442 863605

Where can the LA’s local offer be found? How have we contributed to it?

Parents/carers are also encouraged to visit the Hertfordshire County Council Local Offer website www.hertsdirect.org/localoffer . This website provides valuable information about support, services and activities available for children and young people with special educational needs and disabilities (SEND) and their families.