



SEND Information Report 2026 - 2027

This report is here to meet the guidelines set out in the SEN and Disabilities (SEND) Regulations 2014 and the Special Educational Needs and Disability Code of Practice 0-25 years. We're committed to providing the best support for our students, and this report is a part of that promise.

Introduction

Welcome to Ashlyns School's SEND Information Report. This report is an integral part of the [Hertfordshire Local Offer](#) for learners with special educational needs and disabilities. At Ashlyns, we are dedicated to working closely with every member of our school family. We hope you find this SEND Report helpful and informative.

Elly Haezewindt and Fiona McEwan Cox

Co- Inclusion coordinators (INCO), referred to as Co-SENDcos

What kind of SEND support do we provide?

At Ashlyns School, we provide support for students with additional needs across all four broad areas of need outlined in the SEND Code of Practice 2015. These are identified as:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical needs

How do we identify and assess students with SEND?

Our SEND policy outlines the process for assessing needs. The role of the teachers in identifying SEND is an important step in supporting our students. Students are supported by high quality first teaching in our classrooms and staff are supported by the Co-SENDcos and the SEND team where necessary. It is the role of everyone in school to ensure that children make progress, usually monitored through regular use of assessment. In the case where a student may be identified as requiring additional support within school, we may use the following methods to identify and swiftly assess:

- Information from primary schools (during the transition phase); information from previous schools if students are in year admissions
- Teacher referrals in school which will be discussed in school to assess supportive steps
- In school assessments completed by the SEND team
- Communication and support for parents when SEND has been identified and

- students have been added to the additional needs register
- Communication and collaboration with subjects and department leads to support in the identification of SEND as well as when children have been added to the additional needs register
- The SEND team will where necessary and appropriate make referrals to external agencies for additional support
- Support for the early identification of SEND may involve the SENDCOs to ensure the holistic planning for the child in the wider context.

If a student is identified as having SEND and is not making adequate progress then their name can be added to the SEND list. The progress of each student on the SEND list is monitored regularly. A student may be taken off the SEND list if an evaluation shows sufficient progress has been made and SEND provision is no longer required. The SEND list is reviewed annually.

Who are our Co-SENDCos and how can they be contacted?

Elly Haezewindt - Co-SENDCo

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Fiona McEwan-Cox - Co-SENDCo

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Anne Vroomen and Jayne Williamson – Assistant Inclusion Coordinators (2i/c INCo)

avroomen@ashlyns.herts.sch.uk or jwilliamson@ashlyns.herts.sch.uk / 01442 863605

Mrs Haezewindt, Mrs McEwan-Cox, Miss Vroomen and Ms Williamson are supported by Miss Coregan (Inclusion Teacher), Ms Collar (SEND Administrator) and Mrs Milne (SEND & VI Administrator).

What is our approach to teaching students with SEND?

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 a special educational need or disability. We believe that: **‘all teachers are teachers of Special Educational Needs and disabilities.’** Every teacher is responsible and accountable for the progress and development of each student in their class including those students who access support from teaching assistants or specialist staff.

What is meant by ‘High Quality Teaching’?

High Quality Teaching is that which is adapted to meet the needs of the majority of students. This would mean:

- That the teacher has 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 are in place to support your child's learning.

What are the responsibilities of the Co-SENDCos?

The Co-SENDCos are responsible for ensuring that:

- Teachers understand a student's 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.

What provision will the Co-SENDCos put in place?

Some students will need something **additional to** and **different from** what is provided for the other 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. The CoSENDCos are responsible for organising intervention for an individual or small group of students, which might include one of the following provisions:

Additional adult support in the classroom – Teaching Assistants (TAs) who support the teacher in helping the learning of whole classes; the Co-SENDCos are 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, meet Local High Needs Funding criteria or have an Educational Health Care Plan (EHCP).

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, reading or emotional regulation.

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

The Co-SENDCos consult with subject teachers, Heads of Department/Faculty, Heads of Year and 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 and adapted for every student. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to adapt 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' needs in order to remove potential barriers to

learning. This process should include working with the Co-SENDCos 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 student access to the curriculum and to respond to students' needs. Teaching assistants will liaise with the class teacher and Co-SENDCos to support the students effectively.

We have an [Accessibility Plan](#) to ensure our arrangements provide a safe environment for all and to fulfil the requirements of the Equality Act 2010.

In what other ways do we provide an inclusive curriculum and learning environment?

The Co-SENDCos ensure that:

- teachers and teaching assistants have opportunities for relevant continued professional development relating to SEND
- teachers are provided with information, through regular communication and 'Learning Support Strategies' sheets on the needs of individual students
- we make reasonable adjustments within the school setting to meet the needs of students in line with the Equality Act 2010
- we respond to outside agency advice and provide specialised resources where required if possible
- there is access to areas on the upper floor - we have three lifts and lift passes are given to students who require this access
- there is access to a toilet for students who require additional access- the site has five disabled toilets, located in each pupil toilet block
- the school can request access to various language interpreters when needed e.g. translation for parent/teacher consultation evenings - please note that prior arrangement is necessary
- we respond to the views of students with SEND and the views of their parents/carers
- 'Study Support' is available to all students in which students can seek help from a member of the teaching assistant team - parents/carers can speak to the Co-SENDCos for more information
- The additional vulnerabilities of students with SEND and those who are looked after by the local authority are highlighted in training with our staff, our [policies](#) and our monitoring of students with SEND

For more information about the facilities we provide to help disabled students to access the school and its site see our '[Accessibility Plan](#)' and [Admissions and Attendance Policy](#).

How do we enable students with SEND to engage in activities with other students who do not have SEND?

All students are entitled to be included in all parts of the school curriculum and we aim for all

students to have the opportunity to be included on school trips and take part in extra curricular activities. We will provide the necessary support to ensure that this is possible.

A risk assessment is conducted before 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 students are able to participate in activities where cost is a barrier.

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

We value the positive role and contribution of parents/carers. We make every effort to work in full cooperation 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 and provision is planned and implemented 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, via the website and through Arbor, so they can reinforce learning in the home.

Parents/carers of a child with SEND support will have the opportunity to meet with their Co-SENDCo at least once a year formally at parents evening and can request additional meetings through our SEND surgeries. Parents/carers are welcome to make an appointment to meet with either a subject teacher or form tutor to discuss how their child is progressing. Parents/carers can contact staff members through the school office by email or phone:

admin@ashlyns.herts.sch.uk, or 01442863605.

Planned arrangements for communicating between school and home include:

- each year group has at least one parent consultation evening each year, when subject teachers are available to meet with parents/carers to discuss progress and learning
- each year group has a report schedule which includes two interim data sheets and one full written report. These are sent, via the parent portal of Arbor, home to parents/carers and provide a basis for discussion about progress in different subject areas
- The Learning Support Strategies for students on the SEND register are reviewed yearly and sent home to parent/carers to be review
- A termly Inclusion newsletter is sent by the Inclusion team

If your child has an Education, Health and Care Plan (EHCP), the legal requirements are for at least one formal meeting each year (Annual Review) organised by the Co-SENDCo and attended by parents/carers, and outside agencies and input from teachers involved in the student's education.

How do we consult students with SEND and involve them in their education?

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

- Talk to Form Tutor
- House representative
- School Council representative
- Student Voice panels
- Student panels regularly form a part of the school's interview process for new members of staff
- Annual student questionnaire
- Student Learning Ambassadors
- Talk to a member of the Inclusion Team
- Concerns reporting tool

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 'Learning Support Strategies' sheets.

How do we assess and review students' 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.



Where a student is identified as having SEND, we will act to support effective learning by understanding barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review.**

How do we support students moving between different phases of education and from one key stage and the next?

When students join Ashlyns School our goal is to ensure that our new students feel like they belong at Ashlyns before they officially arrive. Learning is most effective when students feel comfortable in the school environment.

From Key Stage 2 to Key Stage 3 (Years 7 to 9)

A careful transition programme is planned and delivered. The Co-SENDCos, Head of Year 7 and Learning Mentor work closely with primary schools to organise activities, visits and an 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. The day provides a taste of secondary school life, includes experience of lessons, information about how the school runs and provides an opportunity for students to meet their new classmates. SEND students are invited to an additional session, as determined by their needs.

Parents/carers are invited to a 'New Intake Evening' to meet key members of the pastoral team and to receive information about the organisation of the school.

The Co-SENDCos and Head of Year 7 visit the main feeder primary schools to meet students, gather information from Year 6 teachers/support staff and to offer informal 'question and answer' sessions for students. For students coming from a Primary school not visited, an afternoon tea is held for parents and students to informally meet key staff and to ask questions.

Teachers at Ashlyns are provided with information about all new students' needs, strengths and background at the beginning of Year 7. On the first day of the new school year in September, Year 7 students have an induction day. On this day, students learn more about 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 Co-SENDCos) at the start of Year 7.

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/or numeracy is provided as required.

Key Stage 4 (Years 10 and 11)

Students choose from a range of courses at KS4, which help to prepare them for the next steps in their education, be that sixth form, college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions. We understand that the transition from KS3 to KS4 can be a big step for our students

and one that may require a different set of skills. All Year 9 SEND students are invited to a transition to KS4 briefing in the summer term.

Key Stage 5 (Years 12 and 13)

The school supports 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. All information relating to a student's exam concessions and required adaptation is passed on to college or a training provider once places have been confirmed.

For students with SEND joining Ashlyns School in-year or Sixth form

A student 'buddy' can be chosen to support the new student for the first few days when joining 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 into 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 made with the new school to ensure the transfer of information and the child's school file.

Transition between year groups

From Year 7 onwards, where possible, the Head of Year and form tutor moves with the students to provide continuity.

'Learning Support Strategies' are highlighted and made available to teachers at the start of each academic year to ensure information is passed on to new teachers.

SEND drop in sessions for staff are organised during the first INSET day.

How do we support students preparing for further education and adulthood?

Students who have an Educational Health Care Plan (EHCP) in Year 9 and 11 and all 'Children Looked After' are supported to create a plan to support Transition to Post 16 Education.

The Senior Leadership Team and the Heads of Year offer additional mentoring for students at points of transition through the Year 9 options process and into Sixth Form events.

At Key Stage 3, careers and labour market information is delivered through Unifrog sessions as part of the pastoral curriculum. Students also have the opportunity to attend workshops in the

LRC with a variety of guest speakers from different professions.

In Year 9, a targeted Careers ELD takes place alongside a Work Shadowing Day, giving students their first taste of the workplace. Year 10 students take part in mock interviews and a full Work Experience Week. During Year 11, the focus is on exams and linking their personal vision to careers, with careers education built into the Raising Achievement Programme. Every student also has a 1:1 careers meeting, with the option to request further support if needed.

At Key Stage 5, Sixth Form students benefit from further work experience opportunities, enrichment activities with a careers focus, UCAS and Apprenticeship days, and guidance on next steps. They can also request an additional 1:1 careers meeting.

How do we support SEND students to access examinations?

The Exams Officer, Mrs T Dolt, in liaison with the Co-SENDCos, oversees all access arrangements for students who need additional support during examinations. She is assisted by Mrs V Smith, Assistant Exams Officer, and Mrs J Berwick, Exams & Access Administrator.

If a student has an identified learning need or disability which means they are disadvantaged in comparison to other students of similar ability, they may qualify for access arrangements for public examinations. There are a number of different types of access arrangement and these are determined by the Joint Council for Qualifications (JCQ). The criteria that must be met for an access arrangement changes frequently and JCQ issues guidance booklets every year. This can be accessed the guidance online via www.jcq.org.uk.

We will assess identified students at the end of Year 9 or start of Year 10 in order to ascertain whether students meet the criteria, and subsequently apply for access arrangements to be granted. An application is valid for 26 months and it is for this reason we apply no earlier than Year 9.

In order for us to apply we need to provide evidence of an ongoing need and show that the access arrangement we apply for is the student's normal way of working within the classroom. No access arrangement is formalised until the end of Year 9/start of Year 10 and any arrangement made before that time forms part of the assessment process.

Please also be aware that having an Education Health and Care Plan or diagnosis of a Specific Learning Difficulty, does not automatically mean that a student will qualify for access arrangements, even if your child has regular in-class support; however, the Access Team will liaise with the Inclusion department to ensure they are assessed.

If a student joins Ashlyns at sixth form and has previously received access arrangements they should inform the school so we can request their form and evidence from their previous school.

How do we support students with SEND to improve their emotional and social development?

The school uses a behaviour management system. See our Behaviour Policy for more information. 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.

We have a number of interventions to support the mental health of all students and in particular for students with SEND. We have a small team of Learning Mentors and pastoral support in the sixth form, who can support students' social and emotional wellbeing. The areas of emotional difficulties may be:

- friendships and relationships
- anger management
- loss and change
- self-organisation

Students who struggle with social situations are provided with a choice of quiet spaces during lunchtimes and break times, such as the Inclusion and Reset Room, where they are supported by our staff to manage unstructured social time.

The school employs counsellors and, where funding allows, the support of external therapists, who students can access following a referral from staff to the learning mentors. There is often a waiting list for this type of support.

What are our principles for behaviour?

Our school values underpin everything that our staff, students and governors aspire to achieve. They are based on moral, civic and performance virtues:

- Integrity: we act with respect, honesty, courage and justice
- Inclusivity: we play our part in the social contract with kindness, service, empathy and gratitude
- Independence: we strive to meet our potential with resilience, determination, self reflection and self discipline

We expect everyone in our community to uphold these values 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.

Ashlyns School believes that everyone has the right to feel welcome, safe and happy and is committed to ensuring that all members of the school community are able to achieve their potential without the fear of being subjected to hurtful behaviour. It is the responsibility of all members of the school community to implement the anti-bullying strategies set out in our [Anti-bullying policy](#) and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility for the welfare of others.

The rewards system will actively recognise those who make a positive contribution and uphold our core values and community expectations. Character Card signatures and Merits can be given by any member of the school staff and will be logged on Arbor as well as regularly monitored by the tutor.

Parents/carers are encouraged to view their child's behaviour record on Arbor. Reward and Consequence points are monitored by tutors and the Head of Year. Your child's Form Tutor is the first point of contact for any concerns about your child's pastoral and social well-being.

What if a student with SEND is unwell during the school day?

If the student is ill during the school day, the School matron and SLT will decide if the student is well enough to stay at school or not. 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.

In a medical emergency, the matron or first aider will attend urgently, and will call for an ambulance if the student requires emergency treatment. All staff are trained annually on administering Epi-Pens for anaphylactic shock. 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 students with SEND?

The progress of all students, including those with SEND, is a core aspect of the appraisal process and identified professional development will support acquisition of appraisal objectives in developing the skills needed to meet individual student needs.

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year. All teaching staff at the school engage in regular staff meetings on 'High Quality Teaching'. The Co-SENDCos and SLT members provide regular CPD to support staff on specific aspects of meeting the needs of students with SEND. Teaching assistants are engaged in a wide range of ongoing training. Relevant members of the Inclusion Team have completed the National SENCo award.

All Teaching Assistants liaise daily with staff and teachers to share information, strategies and support when working with key students. 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 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 informed each year on the needs of new key students joining the school – this can include additional training from specialist agencies or consultants, as well as from the Co-SENDCos or other staff with relevant expertise.

How will we secure specialist expertise?

The Co-SENDCos and Assistant SENCos liaise with many specialist services and outside experts, to ensure provision for our students is appropriate and meets their needs. The school works closely with external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), pediatricians, 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 Autism, SEND team and ESMA

How will we secure equipment and facilities to support students with SEND?

Resources are allocated to support children with identified needs. This support may take the form of adapted 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. The Inclusion room is a teaching classroom and the Reset Room provides a supervised short break for targeted SEND pupils.

Funding for SEND is mainly delegated within our budget. It is expected that we provide support for our students with SEND from our SEND budget. Additional High Needs Funding on application to the Local Authority is available in exceptional circumstances. Pupils with Education Health and Care plans (EHCPs) level of top-up funding is determined by the needs outlined in the plan, through the Hertfordshire Local Authority [High Needs Funding \(HNF\)](#) or other similar arrangements made by other Local Authorities. Specific individual requests are judged on a case-by-case basis and we make every effort to provide all students with the resources required to succeed within reason.

How do we involve other organisations in meeting the needs of students with SEND 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 help achieve the best possible outcome for your child.

To promote the educational achievement and welfare of children looked after (CLA) and Children Previously Looked After (PLA) at Ashlyns School, the Inclusion team work closely with the Designated Teacher for CLA and PLA at Ashlyns School, Hash Khalil. All staff will work creatively to secure accelerated and rapid progress for CLA who have special educational needs by:

- having high expectation of progress each academic year (in line with the expectation set out in the ePEP and CLA-SEF)
- ensuring that they are accessing school-based targeted support which is 'additional to and different from' the universal and additional needs provision (in line with the SEN Code of Practice) ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic
- ensuring that progress is regularly monitored and reviewed, in line with the SEN Code of Practice
- ensuring that any work undertaken by non-teaching staff has a teacher overview
- ensuring that the SENDCos reviews the EHCP (if applicable) in a timely way with all relevant professionals invited and their views obtained.

For more information, please see our [Looked After Children Policy](#).

How do we evaluate the effectiveness of our SEND provision?

Through our regular data monitoring, observations of teaching and learning, feedback from students, parents and teachers, we measure the impact of the support provided for SEND students. If we see evidence that the student is making progress academically and that they are catching up to their peers we recognise this has a positive impact. Students may come off our SEND list when they have 'caught up' or made sufficient progress. As part of our quality assurance in the school we monitor the provision for SEND students in the classroom. Members of the Inclusion Team, Senior Leadership Team and Heads of Departments, will watch aspects of lessons and provide feedback to teachers and TAs on their implementation of strategies. The CoSENDCos will also work to review the provision with the school's Link Governor for SEND who will provide an update to the Curriculum, Care and Teaching committee of the Governing Body.

How do we handle complaints from parents of children with SEND 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, complaints should be made to the Local Authority.

Where can the LA's local offer be found?

Parents/carers are also encouraged to visit the Hertfordshire County Council Local Offer website. [Hertfordshire Local offer](#) 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.

This Report complies with the statutory requirement laid out in the SEND (Special Education Needs and Disability) Code of Practice 0 – 25 years (2014) and has been written with reference to the following guidance and documents:

- [Equality Act 2010: advice for schools](#)
- [SEND Code of Practice 0 – 25 years \(2014\)](#)
- [Schools SEN Information Report Regulations \(2014\)](#)
- [Statutory Guidance on Supporting students at school with medical conditions April 2014](#)
- [The National Curriculum in England; framework for Key Stages 1 to 4](#)
- [Teachers Standards School Policies and Procedures](#)