

SEND Information Report 2018-19

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need (Appendix A)** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

General School Details:	
School Name:	Ashley High School
School website address:	www.ashleyhighschool.co.uk
Type of school:	Special School 11-16 years with a Sixth Form post 16 provision
Description of school:	Ashley High is a secondary special school for young people with social communication needs and high functioning autism aged 11-16 years. The Sixth Form post 16 provision opened in September 2014. All pupils have a statement of special educational needs or education health and care plan (EHC).
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	80 pupils pre 16 24 post 16
% of children at the school with SEND:	100%
Date of last Ofsted:	March 2015 (Outstanding)
Awards that the school holds:	Autism Accreditation from the National Autistic Society (NAS), 2018 Autism Professionals Award Winner (NAS), ECO Schools Award, Woodland Trust Green Tree School Awards, RHS Five Star Gardening award, Forest School, Coastal School, Healthy Schools Award, ICT Mark, Speaker's School Council Award (Highly Commended), Discovering Democracy Award, UNICEF's Rights Respecting School Award (Level 1), Widgit Centre Status, Global Learning Expert Centre status
Accessibility information about the school:	School is fully accessible and all reasonable adjustments have been made for individual pupils as per their needs.

Please insert a link to your school's Accessibility Strategy.	Please contact the school for a copy of the school Accessibility Policy if required.		
Expertise and training of school based staff about SEN. (CPD details)	<p><u>All staff</u> receive a wide range of both in-house and off-site training in the education and support of students with social communication difficulties and high-functioning Autism.</p> <p><u>Staff</u> are trained in use of: TEACCH, Sensory Awareness (use of sensory diets), Social Stories, Use of iPad apps for ASC pupils, TEAM TEACH Behaviour support, Widgit software (bespoke symbolised visual resources),</p> <p><u>Key staff have received training in:</u> ELKLAN Speech and Language Support for pupils with ASC SCERTS (Social Communication Emotional Regulation and Transactional Support- Intervention and assessment for ASC pupils Introduction to ABLLS (Advanced Basic Language Learning Skills) Precision teaching (Literacy intervention support)</p> <p><u>Key staff accreditations:</u> National Autistic Society accreditation team member - (M. Jones) Team Teach Behaviour accredited trainer - (M. Jones) Specialist Leader of Education (SEN/Inclusion specialism) - (C.Ogburn) Widgit Software Trainer - (C.Ogburn) Philosophy for Children (P4C) Level 1- (S.Andrews, F. Lawrenson, A. Ainscough, L.Gregory)</p>		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEN policy	✓
		Safeguarding Policy	✓
		Behaviour Policy	✓
		Equality & Diversity	✓
		Pupil Premium Information	✓
		Complaints procedure	✓
Range of Provision and inclusion information:			
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> • All our pupils have an Education Health Care plan (EHCP). • Prior to entry at year 7 or later, we work co-operatively with parents and the primary or other feeder school to put in place appropriate individual transition packages. • We put in place curriculum targets for each subject area. • If a child does not appear to be making the expected progress in any curriculum areas, we will implement further detailed assessments and identify individual targets. These will be addressed during interventions or through more targeted support during lessons. • We are child and family centred so you will be involved in all 		

	<p>decision making about your child's support.</p> <ul style="list-style-type: none"> • A homework policy is in place and homework is given weekly • Pupils can access activities to support their learning via the school website (e.g. Abacus Math activities)
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> • We have small classes with high staff to pupil ratio • Each class is supported by a specialist subject teacher and at least one teaching assistant • Teaching and support staff differentiate the curriculum and provide additional support for specific individual needs e.g. visual materials to aid organisation or understanding, behaviour management strategies • NAS adviser in an accredited school • School receives support from an identified Educational Psychologist • We have additional input from outside agencies such as Speech and Language and Occupational Therapy • We have a speech and language therapist on site two days a week to work with groups and individual pupils. SALT also works closely with staff to identify specific speech and language targets for individual pupils. • We have an independent occupational therapist on site one day a week to provide services such as everyday functional life skills and sensory assessments, advice and interventions. Specific OT targets will be set in an individual basis • We access support as required from local authority services such as specialist dyslexia teachers • We will make referrals to outside agencies as required e.g. CAHMS , to provide further support and advice for any individual pupils with emotional and behavioural needs • Internal referral system to access personalised support for emotional needs if appropriate (eg. Emotion Coach, Counsellor)
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • The school has been extensively refurbished in line with the TEACCH approach • All classrooms are ASC friendly with individual workstations • We provide a range of specialist equipment to support the curriculum; touchscreen interactive plasma TVs in all classrooms, computers, an ICT suite, use of iPads and laptops • A purpose built gym which ASC pupils access as part of their 'sensory diet' programme • Visual prompt and reminder cards for organisation • Bespoke symbolised resource materials and visual timetables • Use of coloured overlays as appropriate • TEACCH strategies
<p>What strategies/programmes/resources are available to support speech & language and communication including social skills?</p>	<ul style="list-style-type: none"> • Intervention from speech and language therapist • Delivery of personal speech and language programmes • Individual speech and language targets tracked across curriculum subjects • Support from teaching assistants within classes • Specialist TA for small groups or individual support • Differentiation, individual personalised learning • Circle time in pastoral sessions • Discrete 'Communication & Collaboration ' sessions at KS3 as part of core skills based Personal Development sessions • Range of language resources and programme materials • Regular opportunities for pupils to practise social communication

	<p>skills through 'Learning Outside the Classroom' opportunities in all key stages</p> <ul style="list-style-type: none"> • Range of lunchtime clubs where pupils can interact socially (eg. Art Club, Gym Club) • Planned opportunities within lessons for communication and collaboration (as part of our Teaching & Learning non- negotiables)
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • 1-1, small group support in class for guided reading / writing • Individual regular reading with teacher/TA • 1-1, small group phonics sessions • Accelerated Reading Programme • Age appropriate reading schemes aimed at struggling readers (eg. Rapid Readers) • Literacy based online programmes (eg Study Ladder) • Inclusive bespoke software activities linked to literacy targets for reading and spelling (e.g. Literacy Activity Builder, Wordshark) • Delivery of a planned SpLD programme by a skilled teaching assistant • Range of specific resources e.g. Lifeboats, Folens • Assessment as required by specialist occupational therapist to support development of handwriting skills • Provision of specific resources e.g. sloping writing boards
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Discrete Numeracy sessions on timetable in addition to Maths • 1-1, small group support in class as required • 1-1, small group intervention support to deliver individual numeracy targets • Use of specialist maths resources online for reinforcement (Abacus, Sumdog, Doodle Maths) • Success Maker programme • Weekly Maths Challenge • Use of iPads, interactive maths activities
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<ul style="list-style-type: none"> • Personalised and differentiated curriculum • 1-1, small group support in class from teacher or teaching assistant • Use of simplified language by teacher • Use of visuals to reinforce learning • Personalised timetables in Years 12-14 • Individual curriculum targets • Use of social stories • Sensory preference charts following specialist sensory assessment by occupational therapist • Use of symbol supported resources to aid access to text • Strategies/resources put in place as provided by outside specialist services
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to	<ul style="list-style-type: none"> • Observations, photos • Teacher marking and feedback to include individual 'next steps' for progress (personalised learning) • Teacher comments and 'next steps' shared with pupils during lessons (read to pupils as required) • Regular monitoring by pupil and teacher of how often 'next steps' being achieved • Assessment tasks planned into curriculum units • Assessment 'Progress Week' tasks • Assessment Tracker in place • Regular planned opportunities for independent tasks to enable regular assessment of targets

<p>be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> • CAF (Common Assessment Framework) • External professionals undertaking specific assessments • Regular review of targets and progress with parents/child during parents evenings, annual reviews, Autumn term, Spring term and end of year reports • SALT and Occupational therapist reviews, sensory preference chart and updates • Evidence of impact collated to inform future planning • Pupil profiles to track progress towards EHC outcomes
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Individual visual work schedules for pupils to work independently • Each lesson to include planned opportunities for independent learning tasks and problem solving • Tasks differentiated to appropriate level to help facilitate independent completion • Use of visual supports to help pupils access text independently • Visual prompts • Use of marking code to identify when pupils have completed tasks independently • Pupils self- assess how often they have completed independent learning tasks (link to marking code used in teacher feedback) • 3 Bs (Brain, Buddy, Boss strategy) – pupils encouraged to implement before asking for help • Planned opportunities to develop independence during lessons (as part of our Teaching & Learning non-negotiables) • Independent Travel Training is delivered in Year 10
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • We have a range of clubs running at lunchtime (ICT, Gym, Lego, Art, Chess, Homework, Football) • Peer mentors • Organised break time activities in 6th form • Designated staff members responsible for following up any personal care issues as they arise • Where there are any issues with unstructured times of the day, specific targets may be included in individual pastoral plans as agreed by staff and parents
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> • We have weekly after school clubs which give pupils access to various experiences with opportunities to mix with peers from other classes and year groups (e.g. Duke of Edinburgh/Mayor’s Award, Football with Everton in the community, Boys/Girls Club etc) • Breakfast club each day from 8.30am
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<ul style="list-style-type: none"> • High staff to pupil ratio for all outdoor learning and school trips • Individual risk assessments carried out where appropriate • Involvement in a range of community based projects (eg Wonky Garden, Kingsway Project)
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional</p>	<ul style="list-style-type: none"> • Sensory diet, access to gym first session in morning • Rebound Therapy • Sensory/Quiet room on site • Sensory and relaxation areas around school and in some classes (eg. fish tanks)

<p>wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Sensory preference charts developed in consultation with occupational therapist • Use of ‘time out’ during lessons • TEACCH approach to learning enables students to predict the ‘run’ of the lesson and understand what is expected of them • Students are encouraged to work with staff to identify appropriate strategies for managing their own anxieties • A key member of staff works with identified pupils in the role of Emotion Coach • Access to activity machines outside Year 7 classrooms • Access to a variety of visual aids to support communication and enable self-monitoring of feelings and anxieties • Relaxation, anger management strategies • Access to support from pastoral staff as required including daily Emotional Check-ins • Referral to CAHMS as required • Emotion Coach interventions and support available including: Anger Management, Emotional Health and Wellbeing, Exam stress, Family support, 1-1 /small groups, Personal Care, Peer massage • Wellbeing Week of activities designed to help pupils manage their emotions and anxieties • Identified pupils have access to 1-1 counselling sessions (parental consent required). Counsellor available 2 days a week • Access to services from the Emotional Health & Well Being service (provided by the Five Boroughs Partnership)
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of school behaviour policy • Individual report/pastoral support plans to be completed each lesson • Strategies in place for unstructured parts of day e.g. break time/lunchtime clubs • Team Teach behaviour support plans if necessary • Reward system • Personalised motivators • Plans that inform of and so pre-empt behaviour • Individual risk assessments if required • CAHMS input if required • Sensory versus behaviour assessment by occupational therapist • Access/referral to RESPECT programme run off site by Cheshire Fire service • Access to specialist behaviour support through referral to local authority • Access/referral to Halton Addaction support team • Liaison meetings with parents to agree targets for behaviour/pastoral support plans • School consultation meetings with Ed Psych
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> • Transition/Lead on Autism in school • Regular meetings with parents • Detailed Transition plans for individual pupils • Risk assessments completed • Close links with Halton Transition lead • Work with Parent Partnership • Social stories and visual prompts for pupils • Work through PSHCE/Preparing for Adulthood lessons on managing and preparing for change

	<ul style="list-style-type: none"> • Programme of visits • Longer term links with primary/other schools to increase familiarity • Careers Lead now appointed in school to offer expert advice • Riverside College taster days • Ashley 6th Form taster days • Leaver's reviews • Focus on transition planning as part of EHC review process
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from occupational therapy specialist • Staff support and training for sensory / everyday functional life skills • Intervention, advice, training and support from physiotherapy services as required • Assessment and individual programmes / specialist sensory functional advice • Specialist resources / equipment • Delivery of planned intervention programme by trained members of school staff • Close liaison with medical staff where required • Staff training for managing particular medical needs (eg diabetic needs)
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Parent support group meets in school on a regular basis • The school has links with a number of Youth organisations including Halton Speak Out • The school will signpost appropriate groups and organisations to you which are relevant to your families' needs • Parents can access advice from the occupational therapist regarding sensory and everyday functional needs/skills • Parents can access support and advice from our Emotion Coach, Counsellor and key staff regarding strategies to support pupils at home (eg. social stories, relaxation techniques) • Close links with parent support groups such as HAFS, SCOPE etc • School website and Twitter page • YORK training sessions for parents • ASC specialist Higher Level Teaching assistant can create bespoke resources for parents • Drop-in policy
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment). The local authority may contribute if the cost of meeting an individual's needs is more than £10 000 per year. • If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated.
Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school	<ul style="list-style-type: none"> • Pupil Premium at Ashley High School is used to fund emotional support, additional curriculum opportunities, 1-1 interventions and to enrich the learning experiences in some very innovative ways (see Pupil Premium document on school website for more details)

SENCO name/contact	Mike Jones (ASC Lead Teacher) Clare Ogburn (Deputy Head Teacher)		
Headteacher name/contact	Mrs Linda King		
Completed by:	Clare Ogburn	Date: Sept 2018	

Version Control

Area of Document Updated:	Updated By:	Date:

Appendix A

SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.