

SEND Information Report 2023-2024

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:

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|---|----------------------------------|
| 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.com
Type of school:	Special Educational Needs 11 -19
Description of school:	Ashley High School is a secondary special school for young people with special educational needs, aged 11-16 years. The Sixth Form post 16 provision supports similar young people aged 16-19. All pupils are in receipt of an education, health and care plan (EHCP).
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	116 (99 pre-16; 17 post-16)
% of children at the school with SEND:	100%
Date of last Ofsted:	November 13 th , 2019
Awards that the school holds:	2018 Autism Professionals Award Winner (NAS), 'Knows Autism' Award, Speaker's School Council Award (Highly Commended), Discovering Democracy Award UNICEF's Rights Respecting School Award (Level 1) ICT Mark Healthy School Award Quality Careers Mark
Accessibility information about the school:	School is fully accessible and all reasonable adjustments have been made for individual pupils as per their needs.
Please provide a web link to your school's Accessibility Strategy	Ashley High School - School Policies
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<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. <u>Staff</u> are trained in use of: ASC Awareness, Sensory Awareness (use of sensory diets), Social Stories, TEAM TEACH De-escalation & Positive Handling, Mental Health, Emotional Wellbeing, Cognitive Load, Restorative Practices

Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	No
		Safeguarding Policy	Ashley High School - Key Policies/documents
		Behaviour Policy	Ashley High School - Key Policies/documents
		Equality and Diversity	Ashley High School - Key Policies/documents
		Pupil Premium Information	Ashley High School - Pupil Premium & Catch Up Premium
		Complaints procedure	Ashley High School - Key Policies/documents

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), which is reviewed with the child, parents and relevant agencies on an annual basis • Identified Transition Coordinator • 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. • Parent transition evenings • 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 decision making about your child's support. • Individual Pupil Profiles • Grounding Plans • Positive Handling Plans • In-house SaLT • In-house Occupational Therapy • In-house Emotional Wellbeing Support • Wishes & Feelings documents • Parents Evenings
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local	<ul style="list-style-type: none"> • In years 7 and 8, each class is supported by an experienced primary teacher with excellent knowledge of SEN and individual children. Throughout the school students are supported by specialist subject teachers and usually at least

<p>authority support services and voluntary sector organisations.</p>	<p>one teaching assistant, both with excellent knowledge and experience of support children with SEN.</p> <ul style="list-style-type: none"> • Functional and practical curriculum • 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 • School receives support from an identified Educational Psychologist • Internal referral system to support students in accessing a number of in-house therapies, including SaLT, Occupational Therapy, School Counsellor, Mental Health Lead and Emotional Wellbeing Support • 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. CAMHS , to provide further support and advice for any individual pupils with emotional and behavioural needs
<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 to provide an environment conducive to learning • All classrooms are ASC friendly with individual workstations • We provide a range of specialist equipment to support the curriculum; touchscreen interactive boards in all classrooms, computers, an ICT suite, use of iPads and laptops, assisted Reading programmes • A purpose built gym which 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 • Identified areas for emotional regulation and support • A range of sensory gadgets
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Teaching and Learning 'non-negotiables' based on the requirements and recommendations from the NAS are embedded across all curriculum subject areas • Intervention from a range of internal therapists • 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 • Range of language resources and programme materials

	<ul style="list-style-type: none"> • Regular opportunities for pupils to practise social communication skills through 'Learning Outside the Classroom' opportunities in all key stages • Planned opportunities within lessons for communication and collaboration
What strategies/programmes/resources are available to speech and language difficulties?	Speech & Language Therapist in school 4 days per week to support students and staff through a variety of programmes, strategies and resources
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 • Reading for Pleasure sessions with Class 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) • Assessment as required by specialist occupational therapist to support development of handwriting skills • Provision of specific resources e.g. sloping writing boards • Whole-school approach to the teaching of phonics/reading • Individual intervention sessions for phonics
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • 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, Slumdog, Doodle Maths) • Success Maker programme • Weekly Maths Challenge • Use of iPads, interactive maths activities • Individual TA's trained in Numeracy Catch up Programme • Individual intervention sessions for numeracy
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Personalised and differentiated functional and practical 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 • 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	<ul style="list-style-type: none"> • Observations, photos

<p>targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> • Teacher marking and feedback to include individual 'next steps' for progress (personalised learning) • Verbal feedback and 'next steps' shared with pupils during lessons • Assessment tasks planned into curriculum units • Assessment/Progress tasks as are retrieval activities • Assessment Tracker in place • Regular planned opportunities for independent tasks to enable regular assessment of targets • Regular review of targets and progress with parents/child during parent's evenings, annual reviews, Autumn term, Spring term and end of year reports • SALT and Occupational therapist reviews, and updates • Evidence of impact collated to inform future planning • Pupil profiles to track progress towards EHCP 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) • Planned opportunities to develop independence during lessons • Independent Travel Training is delivered in Year 10 upwards
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Staff supervision at all times • Organised break time activities inside and outside • 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 after school clubs running from Monday – Thursday each week which give pupils access to various experiences with opportunities to mix with peers from other classes and year groups. • A variety of afterschool clubs (running from 3-3.45. Parents and pupils are involved in suggesting different activities. • Breakfast club each day from 8.30am

	<ul style="list-style-type: none"> • A range of extra-curricular activities both after school and during school holidays that include: <ul style="list-style-type: none"> - Everton in the Community Holiday Club - Mako Create (both 18+ and 16+) - SEND R US CIC family sessions - Dungeons & Dragons club - Fusion Inclusion sessions - Widnes Vikings Rugby Club
<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) • LOTC plays an integral part of our functional and practical curriculum. • KS3 access Practical Learning sessions each week which targets essential skills alongside functional literacy and numeracy
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Sensory diets, access to gym where appropriate • Rebound Therapy (as part of PE lessons) • Sensory/Quiet rooms on site • Sensory and relaxation areas around school and in some classes (eg. fish tanks) • School pets, including Therapy Dog • Use of 'time out' during lessons • Students are encouraged to work with staff to identify appropriate strategies for managing their own anxieties • Key members of staff work with identified pupils in the role of Emotion Coach • Access to activity machines outside 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 CAMHS and MHST 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 1 day a week • Access to services from Halton Health Improvement Team and Halton Mental Health Support Team
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of school behaviour policy and rewards systems • School Values embedded through school • Restorative practice • Regular communication with home

	<ul style="list-style-type: none"> • 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 • Personalised motivators • Plans that inform of and so pre-empt behaviour • Individual risk assessments if required • CAMHS input if required (via referral) • Positive Behaviour Support Team input if required (via referral) • Sensory versus behaviour assessment by occupational therapist • 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"> • Identified Transition Lead/Coordinator in school • Annual Review Co-ordinator onsite who oversees pupil's annual reviews and paperwork and liaises with the Local Authority, parents and other agencies • Regular meetings with parents • Regular communication with previous schools and agencies • Detailed Transition plans for individual pupils • Risk assessments completed • Work with Parent Partnership • Longer term links with primary/other schools to increase familiarity • Careers Lead 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 EHCP review process • Preparing for Adulthood programme in place as part of the school curriculum (11 – 19) • Transition materials on school website
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Intervention from occupational therapist • Staff support and training for sensory / everyday functional life skills (eg ALERT programme) • 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)
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • The school will signpost appropriate groups and organisations to you which are relevant to your families' needs

	<ul style="list-style-type: none"> • 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) • School website and Twitter page • Parent group Facebook page • Class Dojo is used to record pupil progress, share pupil achievements and allow parents and carers to see who school stories • ASC specialist Higher Level Teaching assistant can create bespoke resources for parents • Drop-in policy • Family Link staff member • Parent Support Group
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> • Staff:Student ratios, SaLT, Emotional Coaches, OT, Educational Psychologist, School Counsellor, ASC-specific resources, support from outside agencies • Intervention programmes • Appropriate resources • Subsidised school visits
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> • Pupil Premium at Ashley High School is used to fund emotional support, speech and language support, additional curriculum opportunities, interventions and to enrich the learning experiences in some very innovative ways (see Pupil Premium document on school website for more details) • Looked after children (LAC pupils) receive funding via the Halton Virtual School. Funding requests are linked to their Personal Education Plans (PEPs) which are held termly and linked to their individual needs.
<p>SENCO name/contact: N/A</p>	
<p>Head Teacher name/contact: Diane Wilson 0151 424 4892</p>	
<p>ANNUAL REVIEW 2023-2024 Completed by: Michael A. Jones Date: September 1st, 2023</p>	