

# Special Educational Needs Information Report 2024

## Introduction

This Special Educational Needs (SEN) Information Report details provision for students with SEN. It should be read in conjunction with the school's SEN Policy.

Ashlawn is committed to providing an appropriate and high-quality education to all our students. We believe that all students, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic curriculum, which is accessible to them and enables them to be fully included in all aspects of school life.

In line with our ethos, every student will be welcomed, respected, supported and valued, to develop into a well-balanced person; confident in their own abilities and able to take full advantage of the opportunities which arise in the future.

Ashlawn School is a learning community and committed to ensuring success for all. We will aim to ensure that our students:

- Achieve their potential and enjoy their learning
- Achieve recognition for their hard work, participation, and experiences
- Achieve the highest levels of success in all courses
- Have high aspirations for their chosen careers and for progress beyond the school on to training, education or employment
- Can make a positive contribution to the school, the community, and the wider world.

Ashlawn will value all students equally. Staff will strive to eliminate prejudice and discrimination and to develop an environment where all students can flourish and feel safe.

The school will create a sense of community and belonging and offer new opportunities to students who may have experienced previous difficulties. Ashlawn will work collaboratively with Warwickshire Special Educational Needs (SEN) services and other outside agencies to offer the highest levels of support, challenge and educational provision for every student.

Ashlawn believes that educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background.

The school will pay particular attention to the provision for and the achievement of different groups of students including:

- Students with SEN
- Students who are identified as having a disability
- Students in receipt of Free School Meals
- Those who are in care of the Local Authority
- Any student who is at risk of disaffection and exclusion
- Any student who is underachieving

Students in these areas fall under the main Special Educational Needs and Disabilities (SEND) umbrella of:

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

This report describes the way that Ashlawn will meet the needs of students who experience barriers to their learning and the steps it will take to remove those barriers.

The school recognises that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, and maturity. It is likely that all students will require help, support and challenge at times throughout their time at school.

## **Information and Guidance**

*Who should I contact to discuss the concerns or needs of my child?*

Form tutor/ Welfare Leader/ Subject Teacher/ Head of Year / SEN department

They are responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all students. Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

If you have concerns about your child you should speak to your child's form tutor/Subject Teacher/ Welfare Leads/Head of Year, first. You may then be directed to the Special Education Needs Coordinator (SENCo):



SENCo: Dean Merrick: merrickd@ashlawn.org.uk

Associate SENCo: Kate Hickley: hickleyk@ashlawn.org.uk

SEND Administrator: Jenny Peake: peakej@ashlawn.org.uk

They are responsible for:

- Applying the school's SEN policy.
- Coordinating provision for children with SEN and developing the school's SEN policy

And ensuring that parents are:

- Involved in supporting their child's learning and access
- Kept informed about the range and level of support offered to their child
- Included in reviewing how their child is doing
- Consulted about planning successful movement (transition) to a new group or school
- Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

School Principal: Mr Paul Brockwell:

He is responsible for:

- The day-to-day management of all aspects of the school, including the provision made for students with SEN.
- Supporting our school to evaluate and develop quality and impact of provision for students with SEN across the school.

## **Assessment, Planning and Review**

*How can I find out about how well my child is doing?*

On-going monitoring takes place by students' teachers to identify students who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage.

This additional support is documented in an individual provision map or student profiles. In consultation with the SENCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed consider each student's strengths as well as their difficulties.

In some cases, teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, students are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Further details about this process will be explained in the LA Local Offer. For further guidance please visit: <https://www.warwickshire.gov.uk/send>

### **Tests and Examinations: Access Arrangements**

For some students' additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCo will inform you about eligibility and applications for these arrangements.

### **Curriculum and Teaching Methods (including groupings and interventions)**

*How will teaching be adapted to meet the needs of my child?*

Teachers are trained in 'Quality First Teaching' and are skilled at adapting teaching to meet the diverse range of needs in each class, at Ashlawn and they have had a range of training from the Trust lead in this area. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Additional adults are used flexibly to help groups and individual students with a long-term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

## **Interventions**

### Access to learning and the curriculum

Access to learning support staff:

- In core subjects
- In practical subjects
- For group work

### Strategies/programmes to support students with ASD:

- Small group mentoring or 1:1 sessions
- Support in class

### Strategies to support/develop literacy including reading:

- Students are in small groups, based on areas of specific needs

Students then follow one of the following programmes, to help their literacy needs:

- Small group mentoring or 1:1 sessions
- Literacy Gold programme

### Strategies to support/develop numeracy:

- Small group intervention programmes
- 1:1 support

### Provision to facilitate/support access to the curriculum:

- Included in the majority of mainstream classes.
- Some small group/individual withdrawals depending on need.
- Qualified staff

### Strategies/support to develop Autism and SEMH needs:

- Mentoring by support staff or teaching staff.
- Small group programmes such as 'The Zones of Regulation'



- Visual timetables for class/and or individual students
- Time out cards
- Support from Learning Mentors

## **Pastoral Support**

### Strategies to support the development of students' social skills and enhance self-esteem:

- Behaviour support in our Inclusion Unit
- Attendance monitoring.
- Achievement celebrations.

### Strategies to support/modify behaviour:

- School sanctions and reward system as set out in the Ashlawn School Behaviour Policy
- Behaviour report process

### In class support:

- We have trained Teaching Assistants, who can support your child's learning in the classroom. Our TAs have specialised skills/qualifications to place them in subjects that they have studied in, giving your child an extra expert to support learning.

### Planning, assessment, evaluation, and next steps:

- Benchmark testing in Year 7 – which is the NGRT to identify any gaps in learning.
- Pupil Learning Plans
- Classroom assessments
- Reading assessments

## **Increasing accessibility - getting about**

### Access to strategies/programmes to support occupational /physiotherapy needs:

- Advice of professionals disseminated and followed
- Use of any recommended equipment

## **Partnerships with External Agencies**

*What support from outside does the school use to support my child?*

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

### Access to Medical Interventions:

- Use of individualised Care Plans
- Referral to Child and Adolescent Mental Health Services (CAMHS)
- Support from other external agencies for example: Educational Psychology Service
- Access to whole staff training if required via SLT

### Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports:

- Regular meetings as required
- SENCO available at all Parent Consultation evenings.
- Referrals to outside agencies as required
- Referrals to STS
- regular intervals to see specific students

## **Agencies**

### Warwickshire SEN

SEN advice and training, connected to individual students.

### CAMHS

Recommendations and support for both in school and beyond in terms of family support.

### Educational Professional

Responsible for children who are looked after. Contact Cathy Lavery at [laveryc@ashlawn.org.uk](mailto:laveryc@ashlawn.org.uk).

## **Transition**

*How will the school help my child move to a new group/year group or to a different school?*

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

### When moving to another school/University:

We will contact the School SENCo and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

### When moving groups/forms in school:

Information shared with new teacher

### In year 7 transition:

The SENCo will attend annual reviews, meetings to discuss specific needs of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the old school and/or additional visits from the new school.

## **Consultation with parents and students**

Will my child and I be able to contribute to decisions about their education?

Parent consult:

- Parents will be consulted with regards every decision that is made regarding their child’s education
- Parents will be invited in for meetings to have open discussions about what is best for their child

Pupil Views:

- Students will be invited to be in the meeting with their parents.





- Students' opinions will be sought
- Students will be involved in reviews of their education

## **Staffing Expertise**

*How skilled are staff in meeting the needs of my child?*

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered:

- SEN Code of Practice 2014
- Pastoral support for children with SEN
- Quality First teaching and meeting the needs of children with SEN
- ASD and ADHD basic information
- National College training opportunities for staff to take part in.

Our SENCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

- Accredited SENCo (National Award)
- Accredited Teaching Assistants