

The Ashley School Academy Trust

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with Special Educational Needs and Disabilities (SEND) in the local area.

Suffolk's Local Offer is available on the Suffolk County Council Website (by clicking [here](#)) and tells parents how they can access services in their area and what to expect from these services:

The Ashley School Academy Trust - SEND INFORMATION REPORT (January 2018)

Section 1

What kinds of Special Educational needs does The Ashley School Academy Trust make provision for?

The Ashley School Academy Trust is a Special School. We have provision to meet the needs of children with complex/moderate learning difficulties. Pupils may also have autism, speech and language disorders and/or social and emotional difficulties. We have 140 places and opportunities to stay residentially, week days term time only - this is allocated to improve pupils' attendance, engagement in learning and achievement.

Section 2

How would The Ashley School Academy Trust identify and assess my child's special educational needs?

Every pupil has a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP). These are reviewed annually. In addition, pupils are constantly observed and progress recorded.

Pupils are assessed against their own prior learning using P Levels and/or our school 'Stage System'.

Where speech and language therapy support is identified we are able to provide comprehensive support through our speech and language team. An opportunity to meet staff and discuss progress is arranged three times a year through events like our 'Reading Cafes', 'Next Steps' and 'Moving On' meetings, this is with teaching staff and gives parents/carers the opportunity to discuss their child's progress.

The school works closely with a range of therapists and external agencies to identify and plan for the holistic needs of every child.

Section 3

a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

We have a robust system of reviewing our provision each term through self-evaluation using the Ofsted Common Inspection Framework 2015.

This includes looking at:

1. Pupil outcomes
2. Personal Development, Behaviour and Welfare
3. Leadership and Management
4. Quality of Teaching, Learning and Assessment

Governors are involved in this process and receive regular reports through The Leadership & Management Committee, Pupil Achievement Committee and Personal Development, Behaviour & Welfare Committee. A summary of our monitoring can be seen through our Key Priorities Indicators.

Any interventions such as 'Talkabout' - teaching social skills and additional funding such as pupil premium are identified and tracked to ensure the impact is effective.

The school has recently been inspected (November 2017 and received **outstanding** in every area.

b) How do I know how well my child is doing at school?

You are invited to come into school and participate in sessions such as our 'reading cafés', 'next steps' and 'moving on' meetings. Sessions are held 3 times a year. During these sessions you would be able to discuss your child's targets and progress.

We communicate with you regularly through our home school books and by telephone. In addition to the Annual review you will also receive an Annual Report from us each year.

c) How will the staff support my child? How will the curriculum be matched to my child's needs?

Every pupil follows an appropriate curriculum plan and will have specific learning targets set.

The staffing ratio is approximately 2:12 pupils. Pupils may be taught 1:1, in small groups or in whole classes depending upon the activity.

d) How do you adapt the curriculum?

All planning, both, medium term and short term is highly differentiated within each class. Each class has a full time equivalent teacher and at least 1 learning support assistant. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, school nurse and specialist teacher advisors where and when appropriate.

The curriculum is reviewed regularly in line with the new regulations; Key Stage 2 follow the International Primary Curriculum (IPC) model. Our aim is to provide a curriculum that is broad, balanced, relevant, coherent and participative which:

- Enables all pupils to fully participate in our community and beyond
- Promotes Positive Relationships
- Achieves successful outcomes and progress for all
- Provides a safe, secure, supportive, empathetic and nurturing environment
- Delivers engaging teaching and developing new skills (SEAL, PLTS, Literacy, Numeracy) and
- Meets the needs of all our pupils

e) How is the decision made about the level of support my child receives?

Your child will initially have their needs identified through their statement or EHCP. We constantly review this and using our expertise and experience will identify when and where additional support may be needed.

f) How will my child be included in activities outside the school curriculum including trips?

At The Ashley School Academy Trust there are many opportunities for 'learning outside the classroom' and details of these will be communicated as appropriate. The school has an annual week long Residential activity week in Wales for Year 7 to Year 10. No child is excluded from activities.

g) What support is there for my child's overall well-being?

We have a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount.

The Pupil and Family Support (PFS) team are available to support pupils as well as parents and carers during times when life becomes confusing and troubling.

We also work closely with CAMHS child and adolescent mental health services if your child needs that level of support.

They aim to understand how difficulties may affect how pupils learn and behave in school and home.

They work in various ways, supporting pupils in small group settings as well as on a one to one basis.

All support is tailored to individual pupil needs. By working in this way the team are able to build trust and communication between school and home. This work has a positive effect upon overall well being and ability to access learning opportunities. Personal/intimate Care is conducted discreetly and with dignity and fostering independence whenever possible.

We work closely with medical practitioners regarding child Health Care Plans, if required alongside administration of prescribed medication.

We also work closely with LD CAMHS and our Educational Psychologist.

Sections 4 & 5

What training is provided for staff supporting children and young people with SEND?

All of our teachers are qualified and have undertaken specialist, relevant and further evidence based professional development. Ours LSAs - Learning Support Staff also have a range of expertise. Ongoing continuing professional development is key to ensuring staff of all categories remain updated and all our staff are skilled.

Section 6

How accessible is The Ashley School Academy Trust?

Our school is fully accessible on the ground floor. We have one lift in 'main school' to access the teaching areas in KS4. We have changing facilities for children who require adult support. Our grounds are inclusive.

Sections 7

How are Parents involved in the school? How can you get involved and who should you contact?

We hope to meet new parents at the stage when you are deciding which school is your preferred choice for your child and a referral to panel is expected. We also meet new parents as part of transition in the summer term both at school and at home.

We hold a new parents' celebration at the end of transition week and another opportunity early in the Autumn Term.

Section 8

How do parents and children get involved in their education?

You are invited to come into school and participate in sessions such as reading café, 'next steps' and 'moving on'. Sessions are held 3 times a year. During these you would be able to discuss your child's targets and progress. These sessions are offered alongside your child's Annual Review. We also arrange medical clinics at school for you to see your child's paediatrician or school doctor. We hold 'Parents Get Togethers' regularly where you can listen to a range of speakers and meet other parents for coffee and cake. Parents also have arranged social activities/events. We invite parents/carers and families to a range of performances.

For further information, our website is regularly updated with upcoming events or alternatively please contact our school office.

We keep you informed of your child's progress through the Annual Review, Annual Reports and by sharing conversation.

We write to you in home - school books or ring you if needed and we hope you will also keep in touch with us that way as well.

The pupils are involved in the running of the school through the school council. They are also involved in setting and discussing their own targets where appropriate

Section 9

What do I do if I have a concern about the school provision?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors. Ultimately parents have recourse to the Secretary of State.

Sections 10 & 11

What specialist services and expertise are available at or accessed by the school?

We work closely with the following to support your child's needs. All Therapy services including Physiotherapy, Occupational Therapy & Speech and Language Therapy. Specialist services including Hearing impairment, Visual impairment and the Educational Psychology services, CAMHS, Social Services.

Your child will need a Statement of Educational need or an Education Health Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEN (Special Educational Needs) team.

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Section 12

How do I prepare my child for joining your school or transferring to another school?

We offer a structured induction to your child once they are referred to us. The class teachers will contact you and if appropriate your child's current school to arrange this.

When the time comes for your child to move on we will liaise with the receiving school and follow their transition process. We will enhance this with social stories and extra visits if necessary.

Section 13

When can I get further information about services for my child?

The information in this report forms a part of Suffolk's local offer which can be accessed as above....