

## SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) LOCAL OFFER



**SCHOOL NAME:**

**Ashington High School**

**TYPE OF SCHOOL:**

**Mainstream**

**ACCESSIBILITY:**

<b>Limited access for wheelchairs</b>	Physical access to the school for students using wheelchairs is good on the ground and first floors. Access to the second floor is difficult and would require major work.
<b>Curriculum</b>	Curriculum areas are available to all students on roll. Curriculum pathways have been adapted to suit all ability levels.
<b>Transition</b>	Parents and students likely to experience difficulties are fully involved in the transition process when joining the school, moving between key stages and in preparation for Post-16 provision.

**CORE OFFER:**

	<p><b>Are you currently able to deliver your core offer consistently over all areas of your school?</b></p> <p>We are committed to the equal inclusion of all students in all areas of Ashington High School life. We recognise the diverse and individual needs of all our students and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).</p> <p>Ashington High School serves to meet the needs of all students. We currently work with students with a wide variety of needs including those with:</p> <ul style="list-style-type: none"> <li>➤ Cognition and Learning Needs</li> <li>➤ Social, Emotional and Mental Health Difficulties</li> <li>➤ Communication and Interaction Needs</li> <li>➤ SENDsory and/or Physical Needs</li> </ul> <p>Student assessment is on-going and vital in the support and development of our students, informing practice and provision. Additional to subject assessment all students are assessed for basic literacy and cognition levels at the beginning of year 7. All assessments can be used as an initial referral to the SEND team. Ashington High School applies the “Assess Plan, Do and Review” Process for all students with identified concerns or needs. It is important that this process is done hand in hand with students’ family and other external agents or professionals, where the young person is central to the process.</p> <p>Ashington High School places responsibility for effective teaching and learning of all students, including SEND, firmly with the classroom teacher, reflecting the principle that SEND is a whole school concept.</p>
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**POLICIES:**

Are the school policies available on the website for:	SEND	<b>Yes</b>
	SAFEGUARDING	<b>Yes</b>
	BEHAVIOUR	<b>Yes</b>
	EQUALITY & DIVERSITY	<b>Yes</b>
Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		<b>Yes</b>

**RANGE OF  
PROVISION:**

**Please indicate what your school has to offer (over and above your core offer) in each of the following areas:**

**SEND CURRICULUM OFFER:**

Ashington High School delivers a broad and balanced curriculum, which is, supported with a wide range of additional and different in-class and withdrawal intervention programmes. Programmes run before, during and after the school day. Time limited, targeted interventions, aimed at supported academic, social and physical needs of SEND students include:

- Accelerated Reader
- Social Skills Programmes
- Withdrawal literacy
- Withdrawal numeracy
- Speed Up Handwriting

With all interventions, students are assessed at the beginning and the end of the programme to ensure student progress as well as to monitor the effectiveness of individual programmes of support. Key indicators for success include academic progress in core subjects, attendance and/or reading and spelling.

At KS4 we offer a bespoke "Pathway 3" Curriculum. Pathway 3 is a three-year course that is as practical as possible. The course continues to develop in response to student progress and what seems to work best according to individual need. Students study core GCSEs in English and Maths and Science plus core PE. Additionally, they have the opportunity to follow alternative qualifications in motor vehicles, the Prince's Trust, ASDAN Wider Key Skills and conservation. They are allocated 8-10 Inclusion lessons within the two-week timetable cycle. We work with outside agencies to enhance provision for our students. These organisations include the Northumberland Wildlife Trust, The Heritage Skills Project, The Princes Trust and ASDAN.

Our spending can be divided into three general areas.

1. In house specialist SEND provision. This would include our well-qualified Inclusion team who support individual and groups of students both in and outside of lessons.
2. Externally sourced specialists/resources – This would include counselling, accessing alternative provision and providing social and cultural experiences etc.
3. SEND specific resources.

### **Specialist Facilities/Equipment to support SEND:**

Personalised Learning Centre (PLC). The Personalised Learning Centre provides short and long term interventions to improve students learning behaviours to increase academic success and personal well being. Placement in the PLC his could be for a variety of reasons;

- High levels of anxiety
- Low School attendance
- To improve social and communication skills
- To improve a student's self-image
- To improve students emotional or mental well-being issues

Places are discussed between the Year Manager, PLC Leader parents and students. Students are placed initially for a two-week period. Progress is monitored fortnightly thereafter. Close contact is maintained with parents. The aim is to support pupils in developing positive learning habits with the overall outcome aim of a successful reintegration back into main school lessons.

Students may be allowed to attend on a part-time basis, following courses in GCSE English, Maths and Science as well as having access to alternative courses such as Princes Trust, ASDAN, Health and Well Being and YMCA programmes.

Quiet Zone, calm, quieter area of the school where student's can go during break and lunch. It is also accessible for some during lesson time.

There are disabled toilets, a lift allowing access to the first floor in main building and discreet change facilities.

### **Input from Therapists / Advisory Teachers / other specialist support services:**

We work with a range of external agencies in order to ensure the highest level of support for our SEND students. Some of those agents include:

- SEND Support Services (previously LIST)
- Children and Young Peoples Service (CYPS)
- Other Than at School Service (EOTAS)
- Education Support for Looked After Children (ESLAC).
- School Health Service.
- School Counselling Service (Bliss).

### **Breakfast and after-school support:**

Breakfast Club is available, after school activities are accessible to all students on roll.

### **How do you promote inclusion within the school? Including day and residential trips?**

We do this by treating all students with respect, honesty and dignity. All teachers are teachers of SEND. Teachers should feel confident in their dealings with all students and students should feel reassured and confident that all who they come into contact with will meet their needs. This policy has been written in accordance with the school's values of **Success, Responsibility, Inclusion and Leadership** and is underpinned by our commitment to respect, fairness and social inclusion. The aim of the school is to recognise the individual worth of each student and to meet the needs of all students. Each student has the right to full educational opportunities, to feel valued, recognised and rewarded. Adhering to the SEND Code of Practice, January 2015.

## **INCLUSION:**

All students are given the opportunity to attend external visits. Where there are concerns the situation is thoroughly discussed with staff, student and parent.

**What proportion of children currently at the school have a SEND?**

The current proportion of students regarded as SEND is 15.73%

**How do you involve / support the parents of children / young people with a SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?**

Parental involvement and support is actively sought. This process begins as soon as concerns are raised. Parents are informed of all actions initiated by the school and their positive contributions to the decision making process are encouraged. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. They will be invited to regular reviews of their child's progress and encouraged to take an active part in the devising and implementation of their child's SEND Plan.

There is a parents' forum aimed at the parents of students who have a diagnosis of ASD or who have communication difficulties.

**How will school prepare children with SEND to join their next setting/college/stage of education or life?**

Students are targeted as a matter of priority by the SENDCO. This process begins in Year 6. Transition Plans are put in place with feeder schools from Year 6. Additional visits are encouraged and arranged to support students and parents.

Their respective Year Manager, SENDCO and IAG Advisor actively support year 11 and Post-16 students during transition to their next stage of education or life.

**What else do you think parents / carers would like to know about your school?**

Our Intervention Aims include:

**Cognition and Learning Intervention**

This includes various support tools such as in-class support, withdrawal intervention for Literacy and Numeracy and Handwriting.

We aim for the average gains in reading score during these interventions is an average four standardised points. Handwriting interventions to see an average gain of four words per minute alongside a noticeable improvement in the legibility of all participants' handwriting.

**Social, Emotional and Mental Health Intervention**

This includes various support tools such as 1:1 counselling, withdrawal intervention for and social skills as well as external support programmes, including LIST, BLISS and YMCA.

Our aim is for the students attending these programme to make sub levels of progress in the core subjects and improve their attendance.

**Communication & Interaction**

This includes tools such as small group withdrawal such as The Circle of Friends and in-class support. Students accessing internal intervention projects will be expected to make sub levels of progress in core subjects and improve their attendance.

**Sensory & Physical Needs**

This includes tools such as modification to environments, provision of physical resources and individual adult support.

**PARENT SUPPORT INVOLVEMENT/ LIAISON:**

**OTHER INFORMATION:**

**COMPLETED BY:**  
(Name and  
position)

**Shirley Hindmarsh (SENDCo)**

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**DATE COMPLETED:**

**September 2016**

**REVIEW DATE:**

**September 2017**

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