



ASHINGTON
Academy

SPECIAL EDUCATIONAL NEEDS

Information report 2023/2024



Our mission statement

At Ashington Academy our vision is that every student experiences an excellent education every day. Our mission is to:

- enhance the opportunities of each student in our school.
- develop respect and sensitivity for each other's opinions and beliefs.
- provide a safe and secure learning environment which is bright, stimulating, and happy.
- recognise opportunities for further learning in the community.

We also understand that each student has the right to a broad, ambitious, and balanced curriculum which:

- promotes their spiritual, moral, cultural, mental, and physical development.
- which maximises the potential of all, through high quality learning experiences.
- provides opportunities for students to take responsibility for their behaviour, promoting self-discipline and their ability to learn from their own experiences.
- promotes opportunities for pupils to celebrate both academic and personal success.
- prepares them for the opportunities, responsibilities, and experiences of adult life.

Our inclusive school

Ashington Academy strives to be an inclusive school where every student is able to take part in and learn from, the very best experiences education can offer. We constantly review and evaluate our practices, systems, and curriculum provision to make sure this happens. Our key policies that relate to this can be found below.

We believe that to learn effectively, every student must be free from any form of bullying and intimidation and to this end, our behaviour policies are strong and rigorous. We have zero tolerance of bullying behaviours and act quickly when bullying is identified. All students are taught that they must report bullying behaviour as a matter of the utmost urgency.

What are Special Educational Needs?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p15)

Broad areas of need – there are four broad areas of special educational need, these are:

Communication and interaction – including pupils with Autism and those with Speech, Language and Communication Needs (**SLCN**).

Cognition and learning – including pupils with Specific Learning Difficulties (**SpLD**), Moderate Learning Difficulties (**MLD**), Severe Learning Difficulties (**SLD**) and Profound and Multiple Learning Difficulties (**PMLD**).

Social, Emotional and Health Difficulties – including any pupils who have an emotional, social, or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties – including pupils with hearing impairment, visual impairment, multi-sensory impairment, and physical difficulties.

Ashington Academy is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress, and independence of all our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality, and we also actively work to support the learning and needs of all members of our community.

The kinds of SEND that are provided for:

At Ashington Academy, we have experience of supporting children and young people with a wide range of needs including:

Communication and Interaction

- Speech, Language and Communication Needs (SLCN)

• **Autism Cognition and Learning**

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

Social, Emotional and Mental Health Needs

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social and Emotional Needs
- Mental Health Difficulties

Sensory and/or Physical needs

- Gross and Fine Motor Needs
- Sensory Processing Needs
- Hearing Impairments
- Visual Impairments
- Physical Disability

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Admission arrangements

Admissions for students with special educational needs follow the statutory admissions arrangements which can be found on our website.

High quality teaching and how we adapt our teaching

Staff at Ashington Academy strive to provide high quality teaching to all our students. Teachers are responsible for the progress of all students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at Ashington Academy are expected to make at least good progress.

Students who are in the care of the local authority are supported with great care, and provision for any special educational needs is managed sensitively and with the same approach as for all students, with the addition of close liaison with appropriate staff from the local authority as well as the student's virtual head teacher.

Students are taught a broad, ambitious, and balanced curriculum tailored to the needs of each individual. Where students require extra support, specialist resources or extension materials will be provided wherever possible.

All students are known well by their form tutor and teachers, who develop strong relationships with them. Positive behaviours and effort are rewarded.

Students have many opportunities to express their thoughts and views, including directly to their tutor or other staff and/or through student voice activities.

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed.

We run a wide range of extra-curricular clubs that all students can access, including homework support, performing arts, creative activities, and sports.

Who can help?

Within Ashington Academy and across the North East Learning Trust, there is a wealth of expertise. Specialist services are always used when a student needs more support to reach their potential. The following is a snapshot of our expertise, it is not an exhaustive list:

- SENDCo: Mr M Lawson (National Qualification for SEND)
- Assistant Headteacher: Ms V Richley
- Assistant Headteacher (Behaviour and Pastoral): Mr C McLaughlin
- Lead Learning Mentor: Ms J Russell
- Lead Learning Mentor: Ms K Messenger
- Lead Learning Mentor: Ms B Hill
- Lead Learning Mentor: Ms C Battista
- Lead Learning Mentor: Mrs C Clements
- Trust School Nurse: Mrs T Humphries
- Qualified First Aid Staff (all office staff)
- Epi-pen trained (all office staff)

We also work with other organisations including health and social care services, local authority support services, and charitable and voluntary sector organisations to meet students' needs and support their families.

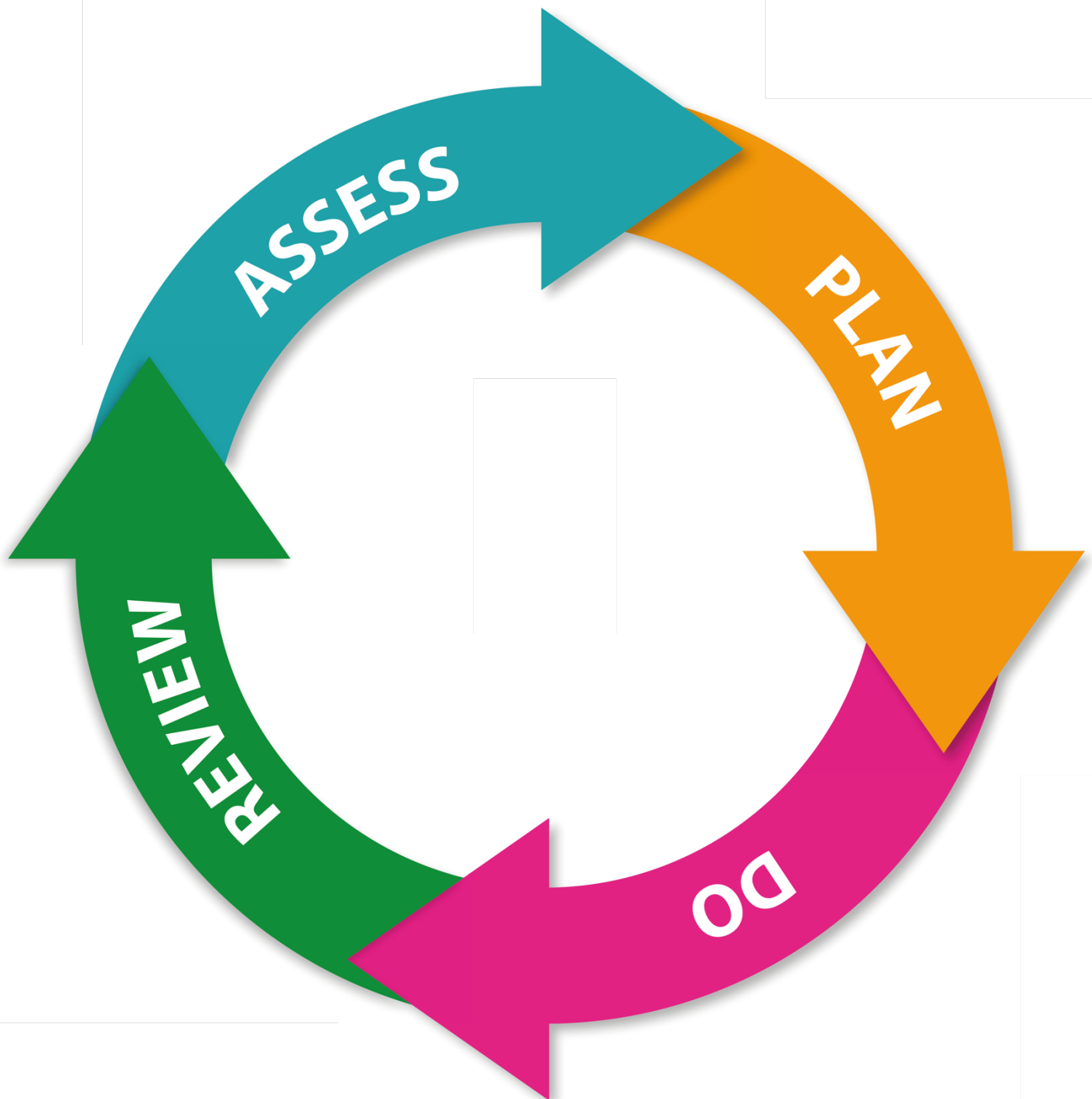
Expertise/specialist services secured by Ashington Academy include:

- Autism Services
- Educational Psychology
- Emotional Wellbeing and Behaviour
- English as an Additional Language
- Literacy
- Sensory Support
- Speech, Language and Communication

The Northumberland Local Authority Teams are organised into 2 sets: High Incidence Needs (HINT) and Low Incidence Needs (LINT).

A graduated approach - ASSESS, PLAN, DO, REVIEW

The following coloured pages show how we ASSESS, PLAN, CARRY OUT (DO) and REVIEW our provision for students with special educational needs.



We start with assessment:

A clear understanding of a student's needs is critical in planning effective strategies, provision, and adjustments to teaching that will lead to good progress and improved outcomes. Your child may be identified as having SEN and/or a disability if they have significantly greater difficulty in learning than the majority of students of the same age or if they have a disability preventing or hindering the use of educational facilities provided for students of the same age within the Local Authority.



First steps

If it becomes clear that your child is not making expected progress you will be invited to a meeting with the Special Educational Needs and Disabilities Co-ordinator (SENDCo); where appropriate, your child will be involved in this meeting. At the meeting we will begin to explore the possible barriers to learning and we will discuss how we can best support your child.

What happens next?

Observations and assessments will then be conducted, and, with your permission, we will ask for input from specialist services if we need to. Where appropriate, your child may be placed on our school's SEND Support Register and a plan will be made by the SENDCo in conversation with parents, the student and class teachers that will set achievable outcomes. These will be reviewed and updated every term. If a student's needs and progress require monitoring carefully and some differentiation needs to be put in place, but they are not at the stage where they need to be placed on the SEND Support Register, then they will be placed on our 'Individual Needs Register.'

EHCPs (Education and Health Care Plans) will be used when a student's needs are more complex and need input from outside agencies. This could be educational psychologists, occupational therapists, or other professionals with an area of expertise, e.g., Autism. An EHCP helps to determine the level of educational, social and health support your child needs.

If you are concerned about your child's progress or that your child may have SEN and/or a disability, please contact Mr Lawson.

PLAN

Then we plan:

This section outlines the additional support Ashington Academy plans for students with SEND.

All support is tailored to each student through high quality teaching, with pupils and parents involved in target setting through termly reviews and parent meetings. For many students, their targets will be linked to learning and will often be specifically related to literacy and numeracy. However, for other students, targets may be focused on social interaction, communicating with students and adults or emotional difficulties. The most important factor is that the targets and support provided are dependent upon the needs of each individual student.

We have high aspirations for all students and ensure that a range of teaching styles, resources and programmes are offered to ensure they reach their potential. Additional adult support may be offered within teaching sessions and through intervention support. Students are encouraged to aim high and to enjoy the praise and rewards given for their effort, achievements, and progress in lessons.

Students also have access to a range of extra-curricular activities to extend their learning further.

The first point of contact for students is their Form Tutor or Subject Teacher. Additional provision is planned carefully and overseen by the SENDCo. It is implemented by an excellent team of teachers, ably supported by highly effective learning mentors.

The procedures at work within Ashington Academy are in accordance with the current *SEN Code of Practice (2015)*.

SEND resources

At Ashington Academy we have a range of different SEND resources and interventions available. These are closely matched to the needs of our students whose progress is monitored by their teacher, Key Stage Leaders and the SENDCo. When this does not result in adequate progress for the student (as outlined in the SEN Code of Practice) we go to our SENDCo for advice. This provision, includes:

- additional in and out of class support.
- one-to-one support.
- flexible groupings (including small group work).
- access to specific resources and learning programmes.
- mentoring and counselling.
- access to support from outside agencies.



There are four primary areas of SEND:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, emotional, and mental health difficulties**
- 4. Sensory, medical and/or physical development**

Each of these is listed next with information on the different provisions we have planned within each area to support students with SEND:

1. Communication and interaction

- We plan regular, individually focused interventions.
- Access to small group and/or individualised interventions to develop skills in communication and interaction with others.
- Visual timetables and social stories are used.
- Access to additional aids and technology.
- We use practical aids for learning.
- We have access to ICT.
- Adaptations can be made to assessments to enable access e.g., readers, scribe, prompt.
- Curriculum/delivery adaptations to meet the learning needs of individuals are made.
- We use frequent repetition and reinforcement.

2. Cognition and learning

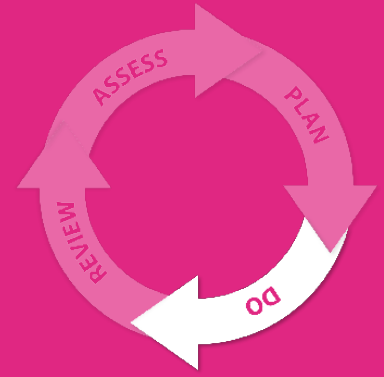
- High quality teaching is planned and delivered with the memory in mind.
- Curriculum/delivery adaptations to meet the learning needs of individuals are made.
- We use frequent repetition and reinforcement.
- We plan regular, individually focused interventions.
- Access to technical aids, e.g., spell checker, ICT, software, and hardware.
- Homework club is available to support students with learning outside of lessons.
- Adaptations can be made to assessments to enable access.

3. Social, emotional, and mental health

- We use designated seating plans/and ensure access to individual work areas where possible.
- We have an individualised rewards system.
- We have a supported transition programme for students in year 6.
- There are opportunities to develop social and emotional aspects of learning through small group work.
- We have access to online counselling services and refer to CYPS, when necessary.

4. Sensory, medical and/or physical development

- Adapted curriculum to enable full access.
- Hearing impairments – we liaise with the sensory support service where needed to support any students with a hearing impairment. Advice is followed with all relevant staff and training is undertaken where needed.
- Visual impairments – staff make adaptations as needed to meet the needs of students with visual impairment, for instance, through carefully planned seating plans, printing and enlarging work, prompting the wearing of glasses.
- Sensory needs – we have a specific area for students to use at unstructured times that is quiet, calm, and staffed during these times. In lessons, staff are made aware of those students who have sensory issues and are given advice and guidance on how best to meet their needs.
- Short and long term medical – for those students with high levels of medical need, individual healthcare plans are created with the SENDCo, parents and advice from medical professionals. These plans are then shared with all staff.



Next, we implement our plans:

At Ashington Academy, our curriculum is designed to bring out the best in every student. To do this:

- our teachers are skilled at adapting teaching to meet the diverse range of needs in each class.
- daily planning takes into account the needs and requirements of individual students.
- lessons are adapted (differentiated) to support access and ensure that all students can experience success and challenge in their learning.
- we appreciate the support of parents and carers, and we offer parent meetings and coffee mornings/afternoons as opportunities to ask questions and to understand how they can support their child at home.

Accessibility

- Disabled parking bays are marked in the car park.
- Disabled toilet facilities are located around the school.
- We have lift access to the first floor of the upper school.
- Further developments to improve accessibility to the school building and curriculum for students with disabilities are detailed in the Accessibility Plan. For further information and support regarding specific needs please contact the SENDCO.

Activities outside of school

Ashington Academy is an inclusive school, and we will put in place appropriate support to enable a student to join in with their peers at all times in their chosen activity. This may include extra staffing and/or equipment.

- Staff who are arranging an off-site trip discuss any additional requirements needed for individual students with parents and the SENDCo, as well as the suitability of any trip that the school is taking part in.
- We will not stop any student from going on a trip due to their special educational need and/or disability if the trip is suitable for the student, and their safety and the safety of others is not compromised.
- A senior member of staff oversees all trips to ensure students are safe and included where possible.

Medical support

This is provided by our qualified first aiders including emergency first aid and First Aid at Work.

- Staff are trained in the administration of Epi-pens and have recently attended training by the school nurse service to raise awareness of diabetes and epilepsy.
- We have a comprehensive policy covering the administration of medicines in school.
- Students who have more severe medical conditions will have detailed care plans which are devised in consultation with parents, school staff and medical professionals. These medical plans are shared with all members of staff.

Transition to secondary school

In addition to our whole school Transition Programme, we work closely with all primary schools to make sure that all records about the student are passed on to relevant staff as soon as possible. We offer individual tours around school for students with SEND and their parents/carers in advance of the summer holidays of Year 6.

REVIEW

Finally, we regularly review each student's SEND support:



- Parents/carers are encouraged to support their child's learning at home. Homework is given regularly, and parents are encouraged to support their child with homework.
- Parents' evenings are held for each year group.
- Parents/carers are invited to termly meetings to review their child's SEND Support Plan either in person or on the telephone.
- Students are involved in reviewing their targets at appropriate times throughout the term and are consulted during the setting of new targets on a termly basis. For many students, their targets will be linked to learning and will often be specifically related to literacy and numeracy. However, for other students, targets may be related to social interaction, communicating with other students and adults or emotional difficulties. The most important factor is that the targets and support provided are particular to the needs of each individual student.
- In addition, parents/carers of a student with an Education Health and Care Plan (EHCP) will be invited to annual reviews for their child's plan.

If, despite all steps taken, good progress is still not being made, we will change the support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with the expertise and specialist services secured by the school.

Evaluation of Impact

The impact of our SEND provision has been to improve access to the curriculum for all students who have SEND and ensure that they make good progress in their learning and development.

Carefully planned support, including short term interventions by school staff, together with expertise secured by school has ensured all students with SEND have been able to take part in areas of the curriculum that would not otherwise have been accessible to them.

Throughout the last academic year, many students identified with SEND at Ashington Academy made expected progress given their age and previous attainment. In the case of students whose progress faltered, they were quickly identified by the class teacher and reported to department heads and the SENDCo. Additional support was then planned to enable good progression. Many pupils reached standards which were the same as or better than other pupils from the same starting points.

Analysis of Provision

Numeracy small group work – gaps in knowledge were addressed and practical application of the subject was explored to improve real-life numerical understanding.

Literacy small group work – gaps in reading comprehension and reading fluency were addressed through this intervention, ensuring that the majority of students receiving the provision narrowed the gap with their peers.

Educational Psychologist intervention – the Educational Psychologist has worked with students to assess a range of issues, including difficulties with social interactions and progress in numeracy and literacy.

Individual students also accessed support from numerous services, including Autism Support Services, Emotional Wellbeing and Behaviour Services, Speech, Language and Communication Services, and English as an Additional Language Services. Expert support from these services has enabled further planning to meet individual needs.

Complaints

A parent/carer with any concerns regarding the provision in place for their child, should make an appointment to meet with the SENDCo in the first instance. Should concerns continue then a parent/carer should make an appointment to discuss these with the Assistant Headteacher. If a parent/carer has a complaint, then please follow the school's complaints procedure on the website.

Find out more

Further information to support this document can be found at the following links:



**SEN code of
practice**



**Local Authority's
SEND Offer**

Get in touch with Ashington Academy



SENDCo, Mr M Lawson