

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) LOCAL OFFER - ADDITIONAL DETAIL

Admissions Policy

Ashington High School has an open access policy to any students who live within the catchment area and who are admitted on request. The main feeder schools are Central Primary and Bothal Primary Schools and we work closely with both prior to the transition of students to ensure a smooth entry into the high school for all students.

	School response Universal Quality First Teaching	Targeted support for individuals or small groups Short/medium term	Specialised individual support Medium/longer term
Learning/Curriculum	<p>The school’s core curriculum is inclusive and differentiated and thereby allows most students to achieve their potential without additional support, i.e. the curriculum is based upon the principles of:</p> <ul style="list-style-type: none"> ➤ High quality teaching ➤ Setting suitable learning challenges ➤ Responding to students’ diverse learning needs ➤ Overcoming potential barriers to learning 	<p>There are sometimes circumstances in which some additional or different action is needed, if students with special educational needs are to make adequate progress. Some students will receive support in the classroom and some will be withdrawn for more individual or small group support. Intensive individual support may be sought through our Personalised Learning Centre (PLC). In all cases, there are decisions to make about what resources, targets and actions are most appropriate to the needs of the student.</p>	<p>Longer term placements in the PLC are available for vulnerable students.</p> <p>Where the above does not work we have excellent links with NCC’s Education Other Than at School (EOTAS) Service.</p> <p>Students are offered a programme of alternative study which will provide them with a positive alternative to school based studies and can avoid the need for the school to permanently exclude them.</p> <p>We can be flexible over the number of qualifications sat by students as we can be flexible over the amount of time students can cope with in school.</p>
Support	<p>The Care and Guidance Team offer cross-school support to any students experiencing difficulties. They are responsive to student and parental concerns, but aim to be proactive in their day-to-day dealings. The Inclusion Team delivers 8-10 sessions of the Pathway 3 curriculum over two weeks at Key Stage 4.</p>	<p>Groups and individuals are supported in class where appropriate. This is often attached to their EHC Plan, but not exclusively so. If there is an identified need we will aim to support accordingly. Some students will receive support in the classroom and some will be withdrawn for more individual or small group support. Intensive individual support may be sought</p>	<p>We have access to linked support agencies; SEND Support Services (formally LIST), who can offer advice and support through three key services; Psychological Service, Communication Service and Behaviour Service.</p> <p>We have access to appropriate guidance on</p>

Teaching approaches

Every teacher is responsible for the progress and development of every student in his/her class. The first step in supporting all students, including those with SEND, is high quality teaching, differentiated for individual students.

Teachers are actively encouraged to be reflective in their practice and as a result there is a virtual cycle of improvement.

through our Personalised Learning Centre (PLC). In all cases, there are decisions to make about what resources, targets and actions are most appropriate to the needs of the student.

Advice is provided to staff on key SEND areas; ASD, SPLD, communication difficulties, behaviour Issues and sensory issues.

Student Passports and Learning Plans are put in place to support and guide staff.

SEND specific teaching and learning strategies are provided to all staff alongside being actively promoted by the schools SENDCo.

LSA support can be offered and reviewed for specific targeted classes with impact measured to assess if the support given is needed to continue.

Post-16 routes for all students via IAG

Inclusion and Care and Guidance staff are qualified in a variety of specialisms such as SPLD, Counselling and ASD.

Where necessary staff with particular strengths are linked to key groups of students.

The Inclusion Faculty will offer inset and training on issues related to teaching students with SEND on an individual, faculty or whole School basis. The Inclusion Faculty also helps to organise and facilitate training from outside agencies

Student needs are assessed to ensure that they have all relevant additional equipment and differentiation in place.

LSA support is ensured during English and Math lessons. With additional smaller group or 121 support lessons available.

Physical and emotional

Care and Guidance in conjunction with Inclusion provide ongoing emotional support to a number of vulnerable students.

Parents are kept informed as and when appropriate.

We attempt to cater for all physical needs. To date these have included adaptations for visually impaired, students with restricted height and minor adjustments for students with cerebral palsy.

Students have access to the Bridge and/or Behaviour Unit which is used as a sanction when they have over-stepped the behaviour code. This often acts as a cooling down period and is an effective alternative to exclusion.

Students have access to the school's PLC or Quiet Zone.

Care and Guidance offer daily support to key students.

Direct support from agencies such as SEND Support Services.

Part-time attendance in conjunction with external providers.

Wellbeing

All staff are given guidance to monitor the mood and reactions of students.

There are clear protocols for informing key staff should issues prove to be persistent.

Mentoring is used to support students who have more persistent needs.

Timeout is utilised by some students.

Toilet passes are issued to those with a medical condition and therefore may need to leave their lesson urgently.

We have access to linked support agencies; SEND Support Services (formally LIST), who can offer advice and support through three key services; Psychological Service, Communication Service and Behaviour Service.

Parent / young person questions

Question	Answer																						
<p>How does the school know if children / young people need extra help and what should I do if I think my child / young person may have special educational needs?</p>	<p>Whilst most needs are identified prior to entry, some difficulties manifest themselves at a later age. At Ashington High School we are more concerned with appropriate provision leading to academic, social and personal progress rather than applying a diagnosis. To this end we aim to:</p> <ul style="list-style-type: none">➤ Cater for students according to the individual's presentation, i.e. a behaviour difficulty may be due to poor communication skills.➤ Speak to parents as partners with a wealth of knowledge, but use our specific expertise to channel and focus this knowledge in a school context.➤ Maintain open and frank lines of communication, accept where we may be wrong but be confident enough to challenge parental viewpoints.➤ Offer in-class support as required. Our aim is to ensure students are as independent as possible as early as possible.➤ Seek advice from external agencies if our support is not working.➤ If parents have any concerns they can contact the SENDCo or relevant Year Manager.➤ The school has a rigorous assessment procedure to identify students who may not be making expected progress; we can then explore what the reasons for this may be.																						
<p>How will the school staff support my child/young person?</p>	<p>Inclusion Staff 2016 - 17</p> <table border="1"><tbody><tr><td>Shirley Hindmarsh</td><td>Foundation Learning S.L. & SENDCo</td></tr><tr><td>Christine Coleman</td><td>PLC Leader</td></tr><tr><td>Tony Hall</td><td>Vocational Tutor</td></tr><tr><td>Simon Storey</td><td>Learning Support Assistant</td></tr><tr><td>Karen Messenger</td><td>Learning Support Assistant</td></tr><tr><td>Alison Venables</td><td>Learning Support Assistant</td></tr><tr><td>Lynn Lynn</td><td>Learning Support Assistant</td></tr><tr><td>Jane Russell</td><td>Learning Support Assistant</td></tr><tr><td>Sylvia Campbell</td><td>Learning Support Assistant</td></tr><tr><td>Margaret Whitehall</td><td>Learning Support Assistant</td></tr><tr><td>Christine Kirtley</td><td>Learning Support Assistant</td></tr></tbody></table> <p>All of the above staff are available to speak to students and parents. Their involvement will depend on the curriculum pathway chosen, key stage and area of expertise of the relevant member of staff. The SEND governor plays a monitoring role and is in regular contact with the Vice Principal Care, Guidance & Inclusion. Support will be offered in a way that best suits the student. This could be in the form of in class support,</p>	Shirley Hindmarsh	Foundation Learning S.L. & SENDCo	Christine Coleman	PLC Leader	Tony Hall	Vocational Tutor	Simon Storey	Learning Support Assistant	Karen Messenger	Learning Support Assistant	Alison Venables	Learning Support Assistant	Lynn Lynn	Learning Support Assistant	Jane Russell	Learning Support Assistant	Sylvia Campbell	Learning Support Assistant	Margaret Whitehall	Learning Support Assistant	Christine Kirtley	Learning Support Assistant
Shirley Hindmarsh	Foundation Learning S.L. & SENDCo																						
Christine Coleman	PLC Leader																						
Tony Hall	Vocational Tutor																						
Simon Storey	Learning Support Assistant																						
Karen Messenger	Learning Support Assistant																						
Alison Venables	Learning Support Assistant																						
Lynn Lynn	Learning Support Assistant																						
Jane Russell	Learning Support Assistant																						
Sylvia Campbell	Learning Support Assistant																						
Margaret Whitehall	Learning Support Assistant																						
Christine Kirtley	Learning Support Assistant																						

mentoring, individual and/or small group work, literacy & numeracy intervention or communication and social programmes.

How will the curriculum be matched to my child's/young person's needs?

All staff have access to relevant information about your child and to information relating to differentiation strategies to accommodate a wide range of needs and abilities. In addition, at Key Stage 4 we have the Pathway 3 programme and where appropriate access to our Personalised Learning centre (PLC). Others will benefit from continued access to a more supportive course of study:

- Pathway 3 is a three-year course.
- All students follow a core of GCSEs including English, Maths and Science.
- They also have the opportunity to achieve further qualifications such as ASDAN, Prince's Trust, motor vehicles and the John Muir Award which offer opportunities for active participation in practical and skills-based projects.
- Ongoing support with literacy and numeracy skills.

How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to the annual round of reports and parental consultation evenings there will be regular reviews for our most vulnerable students. The regularity of such meetings depends upon the progress of the student. The greater the concern, the greater the frequency of involvement. We actively seek positive engagement with parents no matter what the previous relationship has been with school.

Home School Partnership:

- 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.
- Parental advice and guidance is sought as a key part of the support plan for students.
- Parental involvement through our VLE area "FROG"

Parent Group:

As mentioned above we have a SEND Parent Group organised by our PLC Leader and SENDCO. It is primarily aimed at parents of ASD students, but can be joined by anyone who feels the need for peer support:

- School-organised, but parent-led.
- Open to all parents in the area.
- Attended by staff from support agencies.

We have an open communication policy with parents, which can be by pre-arranged appointment, telephone conversation or by email.

What support will there be for my child/young person's overall wellbeing?

What specialist services and expertise are available or accessed by

Admissions Policy:

Ashington High School has an open access policy to any students who live within the catchment area and who are admitted on request. The main feeder schools are Central and Bothal Primary Schools and we work closely with both prior to the transition of students to ensure a smooth entry into the High School for all students.

Transition:

This is often the most stressful time for parents and students. In order to minimise concerns we have a variety of actions that we put in place:

- Attendance at statement reviews from Year 6.
- Proactive and early contact with students, parents and key staff in Year 6 to arrange early or additional transition visits as appropriate.
- Parents of SEND students invited to join the SEND parent group.
- Key students invited in for extended sessions within our PLC.
- Regular liaison meetings with feeder school staff.
- Sharing of key data and information as part of the above.
- We have an open communication policy with parents, which can be by pre-arranged appointment, telephone conversation or by email.
- Regular briefing sessions with High School staff to make them aware of particular issues.

Staff Responsibilities:

- All staff are teachers of SEND students.
- They need to be aware of the SEND policy and be aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Staff are confident in dealing with most situations and are aware of whom to ask for help and support should they require it.
- Regular CPD sessions are held to give updates on inclusion information and individual students.
- The Inclusion Faculty works very closely with the Care and Guidance Faculty in supporting students. The latter is often the first point of contact for social and emotional issues.
- Every effort is made to keep parents informed and seek their advice when needed.
- We have a designated Attendance Officer who oversees the attendance of all students and is able to coordinate interventions where appropriate.
- Administration of medicines is organised at the main office with parents, students and key staff.

Personalised Learning Centre:

A bespoke provision for our most vulnerable students:

the school?

- Short-term interventions for students struggling in mainstream.
- Long-term provision for those unable to return to mainstream school.
- A hub for multi-agency work with key students.
- Bespoke provision for students with communication difficulties who may or may not have a diagnosis on the autistic spectrum.
- A link to Post-16 provision via our close working with IAG Advisor.
- A sensory area for students experiencing high levels of anxiety.
- Access to knowledgeable and very experienced staff.
- An open door policy with parents and carers.
- Access to the curriculum via subject teachers who are timetabled for sessions in the PLC.
- Key Stage 4 based.

Quiet Zone:

A bespoke provision for our most vulnerable students, most of whom are likely to have a diagnosis of ASD or communication difficulties:

- A centre for early transition work with Primary School students.
- Bespoke provision for students with communication difficulties who may or may not have a diagnosis on the autistic spectrum.
- A sensory area for students experiencing high levels of anxiety.
- Access to knowledgeable and very experienced staff.
- An open door policy with parents and carers.
- A supportive area at lunchtimes and breaks.
- Access to timeout for particularly stressful lessons or when anxieties are peaking.

Support Agencies:

We work as closely as possible with support agencies actively involved with students:

- Children and Young People's Service
- Youth Offending Team.
- Sorted.
- SEND Support Services (LIST).
- NCC Children's Services.
- EOTAS.

What training are the staff supporting children and young people with SEND having or have had?

- Staff are kept updated of developments in SEND through whole-school training by the school SENDCo, Inclusion team specialists or external NCC or other SEND specialist guest speakers. Staff also have the opportunity to take part in smaller bespoke sessions provided by the Inclusion team.
- There is access to relevant information on the school's intranet.
- In the past we have involved parents in delivering sessions to staff about issues relating to their children.

How will my child/young person be included in activities outside the classroom including school trips?

- All students will be invited to take part in all activities.
- Where this may cause issues relevant advice is sought i.e. we recently had discussions with colleagues from the visually impaired service to make PE lessons more inclusive.
- Support can be given in classes where manual dexterity may be an impediment to full involvement.
- In the extremely unlikely situation that an external trip would not be able to accommodate a student, full consultation would take place with the parent and we would do all we could to ensure all options had been considered.

How accessible is the school environment?

School Adaptations:

These are often done on a needs basis, i.e. if we have a student who has particular needs. As a result, we have the following adaptations:

- Tinted windows to deflect sun glare in key areas for visually impaired students.
- Kerbs and steps highlighted in yellow or white for visually impaired students.
- Lowered windows, door handles and urinals for students with small stature.
- Ramps for wheelchair access.
- Carpets in rooms to help students with sensory issues.
- Access to first floor via a lift.
- Discreet changing facilities.

English as an Additional Language

- In recent times we have sought the support of local services to translate into Polish and Bengali as an initial introduction to the school and to glean relevant background information.
- Such situations remain the exception rather than the rule.

How will the school prepare and support my child/young person to join the school or transfer to a new setting/school/college or the next stage of education and life?

Transition:

This is often the most stressful time for parents and students. In order to minimize concerns we have a variety of actions that we put in place:

- Attendance at statement reviews from Year 6.
- Proactive and early contact with students, parents and key staff in Year 6 to arrange early or additional transition visits as appropriate.
- Parents of ASD students invited to join the Parent Group.
- Key students invited in for extended sessions within our Quiet Zone.
- Regular liaison meetings with feeder school staff.
- Sharing of key data and information as part of the above.
- We have an open communication policy with parents. Contact can be made by pre-arranged appointment, telephone conversation or by email.

How are the school's resources allocated and matched to children/young people's special educational needs?

- Regular briefing sessions with High School staff to make them aware of particular issues.

Identification of Need:

Whilst most needs are identified prior to entry, some difficulties manifest themselves at a later age. **At Ashington High School we are more concerned with appropriate provision leading to academic, social and personal progress rather than applying a diagnosis.** To this end we aim to:

- Cater for students according to the individual's presentation, i.e. a behaviour difficulty may be due to poor communication skills.
- Speak to parents as partners with a wealth of knowledge, but use our specific expertise to channel and focus this knowledge in a school context.
- Maintain open and frank lines of communication, accept where we may be wrong but be confident enough to challenge parental viewpoints.
- Offer in-class support as required. Our aim is to ensure students are as independent as possible as early as possible.
- Seek advice from external agencies if our support is not working.
- Funding is directed at an area of need.

Who can I contact for further information?

Contacts:

In school:

Shirley Hindmarsh, SENDCo, 01670 812166 shirley.hindmarsh@ashingtonhigh.org

Christine Coleman, Personalised Learning Centre Leader, 01670 812166 christine.coleman@ashingtonhigh.org

Jamie Robinson, Vice Principal Care, Guidance & Inclusion, 01670 812166 jamie.robinson@ashingtonhigh.org

The following is the key SEND contact based at County Hall who can offer advice and guidance should parents have any concerns

Micky Froud, SEND Officer, 622765 micky.froud@northumberland.gov.uk