

SEND Information report & responses to the 14 Questions – current as of May 2016

This document sets out how we use a variety of our in school provisions and access to specialist support to cater for the needs of pupils with SEND. If you have any questions about support for your child's specific needs we would encourage you to contact the SENCO to discuss these. Currently the school has students in the following DfE categories of SEN need:

Specific Learning Difficulty
 Moderate Learning Difficulty
 Social, emotional and mental health
 Speech, Language and Communication Needs
 Hearing Impairment
 Visual Impairment
 Physical Disability
 Autistic Spectrum Disorder

	Questions	School Response
1	<p>How does the setting / school / college 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>We have systems in place for identification and assessment of Special Educational Needs (SEN) for all stages of the pupils' school life and we actively encourage parents to contact the school at the earliest opportunity if they have any concerns.</p> <p>Prior to entry:</p> <ul style="list-style-type: none"> • We receive detailed information from Primary schools including information from External agencies involved and comments from parents • We visit the primary schools, wherever possible speaking with the SEN managers at the school • We encourage parents to introduce themselves to the SENCO during our Induction evening • For pupils with the greatest need, we have a Transition programme which involves pupils visiting the school prior to their official start. This enables us to assess any additional needs they may have on transition • All staff are issued with details of SEN known prior to entry so that from the very first lesson they are aware of pupil needs <p>On entry:</p> <p>We have systems and practices in place to identify specific needs. Currently these include:</p> <ul style="list-style-type: none"> • Information from Baseline testing carried out within the first three weeks at the school (spelling,

		<p>reading, MidYIS test)</p> <ul style="list-style-type: none"> • Maths testing at a very early stage(for setting purposes) • Teaching Assistants (TAs) support Y7 classes in a more intense way during their first few weeks, they observe and give feedback to managers • Teachers and TAs give feedback at early stage in preparation for early Year 7 parent evening for discussion with tutor. • Parents have an early opportunity to speak directly with SENCO at Year 7 Parent evening held in the autumn term • Parents are encouraged to contact the SENCo/child's tutor/Head of Year with any information <p>There is on-going monitoring in all years.</p> <ul style="list-style-type: none"> • On-going assessments in departments are reported in progress review and report allowing for spotting 'trends' • All whole-school information is stored in spreadsheets which feed into a very sophisticated database called 'MyAshcombe' allowing for efficient and effective retrieval of data and analysis by managers • All specific SEN provision is recorded on a 'Provision Map' - a document which contains assessment and provision information and can be used highly effectively to monitor assessment, provision, progress and cost. We aim to have entry and exit data for all interventions, so we can accurately gauge pupil's progress.
2	<p>How will early years setting / school / college staff support my child/young person?</p>	<p>There are clear systems of accountability with respect to SEN. Staff take defined roles, clear planning documents are drawn up, and there is a regular cycle of monitoring and evaluation.</p> <p>Information about SEN roles, planning and provision is included in the KS3 Curriculum Guide issued on Induction evening, and this is referred to in the talk.</p> <p>All teachers have responsibility for catering for SEN as subject teachers and tutors All managers have responsibility for managing SEN, making sure that needs are catered for.</p> <p>SENCo (Special Educational Needs Coordinator) coordinates and oversees interventions, working closely with managers (Heads of Year (HoY), Heads of department (HOD) and Teachers. SENCo visits primary schools and there are early opportunities for parents to discuss directly with SENCo at the Induction evening and Y7 parent/tutor meeting in the autumn term. The SENCO ensures that relevant information is communicated to parents</p> <p>A named Governor regularly visits the SENCo to discuss SEN within school, and oversees its development on behalf of governors. The Governing body regularly has SEN as an agenda item in</p>

meetings and is actively involved in ensuring the school's SEND provision

For pupils with significant SEN, a pupil profile is drawn up which details the barriers to learning, suitable wave 1 intervention for class teachers and current provision the pupil is receiving. The pupil themselves are a key contributor to this meeting and at the centre of the creation of their profile. The pupil profile is reviewed twice yearly with parents able to attend these meetings, contribute in writing or over the telephone.

Staff involved will depend on pupil level of need and may include class teachers, Teaching Assistants (TAs), SENCo, specialist literacy support teacher, outside agencies, sixth formers, peer support TAs work alongside pupils with significant SEN.

The school is able to know how effective provision is by on-going monitoring of all aspects involved in the process.

Information is gained on an on-going basis through documents, observations and discussions.

- Teacher feedback in reports/progress reviews each year
- TA observations/feedback to SENCo
- Pupil feedback
- Parental feedback: response to report, parent evenings, completing regular questionnaires, encouraged to contact school at earliest opportunity if concerned
- Parental feedback through contact with the school and regular surveys
- Pupil profile review days
- Exam result analysis

Information is recorded on a Provision map – a document which contains assessment and provision information and can be used highly effectively to monitor assessment, provision and progress. We aim to have entry and exit data for all interventions so we can accurately gauge a pupil's progress.

The outcome of the pupil profile review is recorded and communicated to all involved.

The SEN team has a development plan within the school development plan and regularly reflects on its effectiveness through meeting with the SEN governor, pupil interviews, surveys, and inviting external evaluators to speak with pupils.

3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>We strongly believe in the importance of being as inclusive as possible in the school by offering a broad and balanced curriculum for all rather than having separate 'tracks'. We believe that the curriculum has something for everyone, and we do not want to 'close down' opportunities for young people. In our experience, all can benefit from both academic and practical subjects.</p> <p>All pupils benefit from a variety of approaches to teaching and learning, and we plan for variety and differentiation through our schemes of work and training so that all pupils can successfully access curriculum.</p> <p>Teaching, learning and assessment methods used to differentiate according to the needs of individuals include the following:</p> <ul style="list-style-type: none"> • Differentiation through learning objective (objectives defined as to what all/most/some/a few should be able to achieve), • methods and tasks set in class and for homework • a variety of methods used to use all channels of learning, visual, auditory, kinaesthetic • access to resources (e.g. write-on sheets, books, It) and assessment. • Provision will be modified in subjects to ensure that pupil with disabilities can access it successfully <p>Additional TA support provided if necessary to assist pupils accessing curriculum</p> <p>Pupils are set for certain subjects where there is a greater 'linear' progression to allow for close match to their needs. Year 7 maths; Year 8 in addition English, and modern languages; In year 9 additionally for science.</p>
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>We very much value the role of the parent in helping their child to succeed at school, and seek to give timely and useful information about how their children are getting on and how they can help them.</p> <p>On-going ways in which all parents can know how their children are doing include:</p> <ul style="list-style-type: none"> • talking with their children, • looking at their exercise books, and noting grades reported for attainment and study skills and attitudes • Pupils regularly assessed in subjects and • Tracking process in place – very thorough • School reports and progress reviews • Parent evenings • Parent support evenings in all year groups – clearly explain how learning is planned – give parents advice on how to support at home

		<p>Specific opportunities to review and report on progress of pupils with SEN include</p> <ul style="list-style-type: none"> • Y7 information evening • Transition project • Twice yearly pupil profile review • Parents can always contact SENCO/HOY and make an appointment • Parents evenings <p>For pupils with significant SEN, a pupil profile is drawn up which details the barriers to learning, suitable wave 1 intervention for class teachers and current provision the pupil is receiving. The pupil themselves are a key contributor to this meeting and at the centre of the creation of their profile. The pupil profile is reviewed twice yearly with parents able to attend these meetings, contribute in writing or over the telephone.</p> <p>Parents are always encouraged to contact the school at the earliest opportunity to express any concerns</p>
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>We are very aware of how important it is for a pupil to feel safe and happy in school in order to reach their full potential. We aim to have a kind and caring ethos and we do not 'chase high academic grades at the expense of pupils' well-being and happiness.</p> <p>We have a wide range of systems in place to achieve this.</p> <p>PASTORAL</p> <ul style="list-style-type: none"> • There is a strong pastoral system of support for all pupils in the school. • Where possible, tutor groups stay with the same tutor and Head of Year during their time at the school so that they are very well known and understood. • Year group activities/rewards are organised to help social integration and commitment to the school community. • Older pupils are trained as 'peer mentors' and allocated to tutor groups <p>ADDITIONAL GROUPS: Additional support is given as appropriate to groups of individuals e.g. self-esteem groups, speech language and communication groups, access to 'time out club' before during and after school,</p> <p>MEDICAL SUPPORT Administration of medicines is organised through fully first trained office staff,</p> <p>SOCIAL SUPPORT A range of social support is given Social support given through Supported Learning Centre (SLC), /Inclusion, TA, one to one keyworker sessions, peer support (e.g. use of 6th formers and year 10s and</p>

		<p>11s, A Wide range of lunchtime and after-school clubs, the Transition project and Summer school.</p> <p>EMOTIONAL SUPPORT The school aims to have a kind and caring ethos</p> <p>Whole-school systems ensure all pupils are aware of the expectations, sanctions and rewards with respect to behaviour (e.g. reward trips for good attendance and punctuality)</p> <p>Additional support includes: TAs to support pupils Educational psychologist session, ELSA, Solution focused session Restorative justice session The link (explain ????) internal exclusion system, INC room, SLC, Educational Welfare Officer visit</p> <p>Throughout, the school values parental involvement and tries to work as closely with parents as possible</p> <p>PUPIL VOICE Pupils are actively encouraged to express views, talk them through with peers/staff, surveys are regularly completed by pupils on a range of different topics, and each year group sends a representative to the School council.</p>
6	<p>What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<p>We recognise the need to refer pupils to specialists in certain cases.</p> <p>Our in school specialists include: SENCo, Specific Learning Difficulties (SpLD) specialist teacher, Solution Focused Specialist and a visiting school nurse.</p> <p>Our Teaching Assistants all have qualifications from higher education, and many have previous experience and training in areas which significantly improve their ability to support pupils in a secondary school e.g. art therapy, nursing, languages</p> <p>Many TAs have undertaken specialist training in SEN related areas such as phonics, dyslexia and emotional literacy support.</p> <p>All staff undertake the required regular First Aid and safe guarding training,</p>

		<p>Through our Dorking Partnership we have access to the following services:</p> <ul style="list-style-type: none"> • Learning and Language service (LLS) • Educational Psychology • Child and Adolescent Mental Health Service (CAMHS) • Autistic SPectrum Disorder (ASD) Outreach • Race, Equality and Minority Achievement (REMA) – Including English as an Additional Language (EAL) Teacher • Surrey youth support service (YSS) • Physical and Sensory Service (PSS) • Advisory teacher for hearing impairment
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Initial teacher training always includes support for SEN, but we are conscious of the need to continually up-date our own knowledge and expertise in the area.</p> <p>Regular whole-school training regularly includes training on methods for supporting curriculum and pastoral differentiation e.g. recently this has included Rob Long talking about Behaviour management, and Henry Kiernan sharing Solution focused strategies</p> <p>Training specific to SEN team has included:</p> <p>Social and Emotional</p> <ul style="list-style-type: none"> • Emotional literacy support • Solution focused • Restorative justice • Positive Touch • Managing challenging behaviour • Working together to safeguard children and young people • Helping pupils cope with bereavement • Understanding self harm <p>SOCIAL</p> <ul style="list-style-type: none"> • Pre-16 Peer mentoring Programme • Gardening in school • Parenting Group Training – Strengthening Families <p>CURRICULUM</p> <ul style="list-style-type: none"> • Word Expert and Excel Expert Training – TA in charge of Provision/Timetabling • Dyslexia Training Helen Arkell Centre

		<ul style="list-style-type: none"> • ELKLAN – speech and language support • Phonics Training – reading focus – Learning and Language Support <p>PHYSICAL NEEDS</p> <ul style="list-style-type: none"> • Evacuation Chair training • Hearing Impairment - increased understanding and awareness <p>Future training needs will include refresher sessions on the above as well as specifically identified areas by the senior management team.</p>
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>We believe that pupils benefit enormously from planned activities outside of the classroom. They are often the most memorable experiences of a child's school life. The school has a firm commitment to inclusion, and wherever possible arrangements are made to allow all to take part.</p> <p>The school is able to offer a wide variety of experiences outside the classroom thanks to enthusiastic and committed staff who are willing to give their own time to the extra planning and provision these entail and supportive parents who are willing to accompany residential trips in their own time.</p> <p>Trips are thoroughly planned and include differentiated activities. Considerations for Health and Safety are paramount and detailed risk assessments are made for any school trips. All accompanying staff are fully briefed of any SEN and medical needs. There is always a parents' evening prior to residential trips to give full briefing about what to expect. Wherever possible arrangements are made to make activities available to all e.g. through TAs or specific parents accompanying trips</p>
9	<p>How accessible is the setting / school / college environment?</p>	<p>The school has not been purpose-built to provide for accessibility, but over the past few years significant building works and changes have been made to make it more accessible.</p> <p>PHYSICAL NEEDS Most of the school buildings are fully wheelchair accessible through provision of ramps and lifts. The school is equipped with disabled changing and toilet facilities. The school has purchased 3 evacuation chairs for use in fire drills – disabled pupils can therefore access the majority of lessons upstairs as they are not dependent upon the lifts.</p> <p>HEARING IMPAIRED Specialists advise the school on the best practice and provide equipment where necessary</p> <p>VISUAL</p>

		<p>Areas which have been identified as more difficult to see by visually impaired (e.g. some flights of stairs) have Grip tape and lines.</p> <p>English as an Additional Language (EAL) An EAL teacher visits the school weekly when needed and class teachers are kept regularly up to date with strategies/advice.</p> <p>For parents whose first language is not English or who have learning needs or disabilities the school will seek to meet their needs e.g. through inviting a friend or family member to translate, arranging meeting in a wheelchair accessible location.</p> <p>The school has a well organised system for budgeting, and this includes ensuring appropriate allocation of funding for SEN.</p>
10	<p>How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</p>	<p>We recognise how important it is to help all pupils to make a smooth transition to our school and for parents to have as much information and guidance as possible to support them. We gather a great deal of information about the pupils and we make arrangements for them to be familiar with the school building and key members of staff before their arrival.</p> <p>Methods to do this include:</p> <ul style="list-style-type: none"> • Specific opportunity for pupils from small feeder schools to visit the school together in advance • Head of Year 7 and Head of Lower school visit all main primary feeder schools in summer term • SENCO manages a 'Transition project' and visits all primaries in summer term and focuses on vulnerable/disabled/medical pupils • We hold a 'summer school' focusing particularly on pupils who will benefit from additional support for academic and social integration • All pupils attend an induction evening and induction day in the summer term prior to joining us • Learning mentors are assigned to specific students who would benefit from support. • We invite potential parents and pupils into the school for 'tours' where they can see the school at work and ask questions • HSLW support – primary liaise with their colleagues in secondary • information booklets are given to all pupils <p>Moving from school onto another establishment can be an ordeal for any pupil. We try to make the transition as smooth as possible for all by supporting pupils in making their decision about where to go and preparing themselves for the move. Strategies we use for this include:</p> <ul style="list-style-type: none"> • Head of sixth form interviews all pupils in Year 11 • We organise trips to local colleges, • Pupils and parents can attend our annual careers fair to speak directly to a wide variety of

		<p>organisations and to people who come in to talk about their work (we welcome any parents who can offer this)</p> <ul style="list-style-type: none"> • Opportunity for one to one careers talks • apprenticeship talks and presentations from external speakers • An evening to find out about what is on offer at Ashcombe and local colleges ' into the 6th • 6th form induction day, • PSE lessons, tutor 'whole school tutor period' sessions and assemblies cover a range of topics to prepare students for change (including how to cook for themselves!) • Support in applying to higher and further education • <p>The school co-operates fully with any request for information from receiving institutions. There is a thorough handover of information, and participation planning for visits or meetings as necessary</p>
11	<p>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</p>	<p>The school always ensures that monies allocated for SEN are spent appropriately.</p> <p>The school keeps thorough records of funding allocated to SEN and tracks expenditure. This is overseen by a Deputy Head who reports to the Governor's Finance Committee.. The SENCo determines SEN pupils' needs and allocates SEN provision accordingly, with statemented pupils always prioritised. Staffing and resource expenditure on support/groups/alternative provisions is recorded within the schools provision map.</p>
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>There is a clear accountability structure for the decision-making process regarding allocation of support.</p> <p>The SENCO in conjunction with SMT and HOY considers information</p> <ul style="list-style-type: none"> • Advice is taken from primaries and external agencies/parents • Assessments are done internally in school inform this process. • Teacher assessments are considered • TAs give feedback to SENCo on observation in class <p>Allocation is made based on level of need, Statement recommendations are always considered</p> <p>There is an on-going monitoring of impact through for example weekly line manager meetings and frequent up-dating of information on the provision map</p>
13	<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<p>Parents are always encouraged to contact the school with any concerns. This is stressed at induction evening.</p> <p>A pupil 'Planner' is used as a regular weekly channel for communication with tutor. There are many opportunities to come to the school for information and discussion including the following</p>

- Parents' evenings
- Option choice evening
- Careers Fair
- Range of parental support evening
- PTA
- Opportunity to accompany trips
- Pupil profile review days

All parents have the opportunity to join decision-making bodies e.g.

- Ashcombe Trust
- Governor opportunities

All parents have Opportunities to contribute to the whole school by supporting extra-curricular events.

14 Who can I contact for further information?

If parents want to discuss their child they can contact the office who will then direct them to the appropriate manager. For SEN concerns, contact the SENCO, for pastoral concerns contact the Head of Year. For general curriculum concerns contact the Deputy Head Curriculum.

They will liaise as necessary with other members of staff who may have a role in your child's education e.g. Heads of School (Upper school, Lower school, Sixth form) TAs, key worker, tutor, Head of department, subject staff, specialist staff

Other people who can be contacted if necessary are The Head Curriculum who line manages the SENCO (Mr Panting), Deputy Head Pastoral who line manages the Heads of School (Mrs Reed), the Head teacher who line manages the deputy heads (Mr Blow), or the Chair of Governors (Mr McDonald)

The organisation Partnership with parents may also offer a source of information and support.

If parents wish to discuss the possibility of joining the school, they should contact the office who can give information about tour dates, and open evenings and arrange contact with Heads of school and SENCo

The school SENCO is Miss Joanna Parish. She can be contacted by phone via the school office 01306886312 or by email parish.joanna@ashcombe.surrey.sch.uk

Other support service who may be able to help and provide information and advice include

- Partnership with parents,
- local authority,
- HSLW

The Local Authority offer can be found on the Surrey County Council's website

