



**Ashgate Croft School**  
**SEN Information Report**

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## Our school's approach to supporting pupils with SEND

Through the implementation of our SEND policy, the Ashgate Croft School will:

- Use our best endeavours to make sure that pupils with SEND get the support they need to access the school's curriculum.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, including removing barriers to learning.
- Fulfil our statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling our duties under the Equality Act 2010 towards individual disabled pupils.

- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.

We aim for every pupil to:

- Develop their self esteem and confidence
- Gain maximum independence
- Communicate effectively
- Behave appropriately
- To be able to make choices
- Make progress and develop
- Be prepared for adulthood

## **Catering for different kinds of SEND**

We are a school for pupils ages 4-19 with a range of learning difficulties and diverse needs. All pupils that attend Ashgate Croft have an Educational Health Care Plan (EHCP) which details their special educational needs and are working significantly lower than their age expected levels.

Pupils at Ashgate Croft needs extra help due to a range of needs including thinking and problem solving, physical and sensory difficulties, emotional and social difficulties, speech and language and behavioural difficulties.

Our pupils have a wide range of needs included in the following four areas.

### **Cognition and learning**

For example, inability to retain information, dyslexia, dyspraxia

### **Communication and interaction**

For example, Autistic Spectrum disorder (ASD), Speech and Language Difficulties

### **Social, emotional and mental health**

For example, attention deficit hyperactivity disorder (ADHD), Trauma and unmet Attachment difficulties

### **Sensory and/or physical needs**

For example, Visual impairments, hearing impairments, processing difficulties, epilepsy

## Our Staff

We have a wide variety of staff to meet the needs of our pupils;

A Leadership Team, DSL/DDSs, Teachers, Teaching Assistants, Pupil Support Assistants (attend to our pupils' personal care) and Midday Support Assistants. In addition to this we have a Swimming Teacher, Forest School Leader, School Health Officer, Moving and Handling Link workers, Makaton Tutor, Positive Play workers, M.O.V.E trainer, a large pastoral team (FSW, early help assistant, positive play workers, pastoral assistants)

Relevant continual professional development is provided for all staff to meet the needs of our pupils. E.g. Behaviour support (Team Teach), autism, communication (Makaton, Eye gaze, PECS, on-body signing, attention autism and intensive interaction), MOVE, Moving and Handling, medical including diabetes and epilepsy, enteral feeding etc, specific SEN curriculum training.

## Equipment and facilities

The school building is not purpose built and therefore we are constantly striving to ensure its suitability for the ever changing needs of our pupils. Our facilities include:

- Class groupings in order to best meet pupil needs.
- Workstations for individual pupils where required
- Positive Play Rooms
- Specialist changing facilities
- Sensory garden
- Sensory room
- Soft play room
- Independent living base (The Croft)
- Swimming pool suitable for hydrotherapy
- Adapted food technology room
- Soundfield systems across the school
- A range of technological devices and programmes to support communication and learning
- Adapted equipment on playgrounds
- Wheelchair accessible school environment
- Minibuses
- Polytunnel
- Vegetable patch
- Forest School

## Consulting with pupils and parents

### Parents

Establishing robust links with our parents/carers is vital as for most we do not have daily face-to-face contact.

Effective communication between home and school is crucial. 'Seesaw' is in operation across the school as are to ensure a daily line of communication between the school and home as necessary. All staff will contact parent/carers by phone if there is an immediate need to do so and vice versa.

The school has a texting and email service 'Parentmail' which enables us to communicate quickly and directly to parent/carers.

See: Home School Communication Policy.

We provide parent/carers with: An Annual Report on their child's progress, an Annual Review meeting (of EHC Plan), 2 parent/carers' evenings focusing on reviewing and setting personal skills and targets.

For new starters a welcome meeting is arranged before the child starts school.

There are half termly newsletters from the headteacher, information is also regularly shared on our Facebook page and via Parentmail/Seesaw.

**What to do if you have concerns/worries:** In the first instance please contact the school and ask to speak to the relevant member of staff. If your concerns cannot be resolved please see the Complaints Procedure which can be found on the school's website.

### Pupils

We encourage our pupils to have and express their views in a variety of ways. Pupils are encouraged to develop their choice making skills as a priority. This is evident through the school council, contributions to annual reviews, the development of advocacy, target setting and pupil self assessment within lessons. We have been successful in being recognised and awarded Gold by UNICEF "Rights Respecting Schools" (December 2019).

## Involving key stakeholders

As many of our students have additional medical/health needs many external professionals come into Ashgate Croft School to work with and support our pupils, staff, and parent/carers. This includes Speech and Language Therapist, Physiotherapist, Occupational Therapist, Learning Disability Children and Adolescent Mental Health Services (LD-CAMHS), Community Children's Nurses, Transition Nurse, Incontinence Nurse, Doctor, Dentist, Audiologist,

Orthoptist, Wheelchair Services, Teachers for Visual and Hearing Impaired. These professionals often provide support, advice and training and where appropriate hold clinics in school.

We also work closely with Social Care and The Virtual School (children in care).

## **Progressing towards outcomes**

All pupils at Ashgate Croft have an EHCP, which contains long term outcomes that the school work towards when planning our curriculum. Every pupil at Ashgate Croft has an EHCP Annual Review meeting in which a discussion takes place with other professionals that are involved with that pupil against their outcomes. They discuss progress within the long term outcomes and ensure that documentation is a true reflection of the pupil.

Pupils are also assessed annually using Ashgate Levels which provides an age equivalency in reading, writing, PSED, numeracy, communication and language, PE and expressive art and design. This helps us to know what functional age our pupils are working at therefore helping us place them in the right class and provide the appropriate support required.

Pupils on the Semi Formal pathway are also assessed using OTrack, teachers assess against Learning Intentions (LI) and for each learning intention there are four levels of progression in independence, fluency, maintenance and generalisation. Pupils make progress within each LI. Teachers have three assessment points per year. Phonics progress is also measured.

Pupils on the Informal and Preformal pathway are assessed using MAPP in which they are set Personal Learning Intentions (PLI) that is linked to their EHCP. These are also assessed using the same criteria in independence, fluency, maintenance and generalisation. The PLI are under constant review to ensure there is progress.

Outcomes for pupils are also measured through a Forest School's assessment, where appropriate pupils are also assessed using Boxall Profiles (if they attend Positive Play sessions). Or MOVE outcomes (if they are on the M.O.V.E programme).

Pupils' progress towards outcomes is reviewed as part of our assessment cycle, with regular pupil progress meetings (between teachers and Pathway Leads) and curriculum impact reviews. This is monitored by the Deputy Head.

## Transition support

### Transition into school

Pupils start at Ashgate at different points in their educational journey. When a pupil is placed at Ashgate we aim to make the transition into school as smooth as possible

The school will:

- Visit pupils in their current setting (or at home if necessary) to gather information about them
- Attend relevant meetings and reviews prior to the pupil starting
- Organise bespoke transition for pupils (this depends on the needs of pupils) so they can meet their new teacher and peers and see their new classroom (if possible)
- Gather information from parents/carers through an 'All about Me' book
- Send home videos and/or social stories with information about the school and staff that they will be working with them.
- Class staff will read all EHCPs and reports from professionals so that they can best prepare for the pupil's start
- In the first terms in school, teachers and class staff will assess individual pupil's needs/abilities, in addition they will start to formulate behaviour plans (if needed)
- The placement of a pupil in class will be reviewed to ensure that they are placed in the right class and pathway (this is ongoing)
- Parents/carers are able to have regular communication with the class staff, classes hold a parent/carer coffee morning so that parents can meet staff .

### Transition out of school

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g., moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Encourage pupils to engage in the activities of the school and to participate fully in the life of the school and in any wider community activity.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.

- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.

## Teaching approach

The school is aware of its statutory duty to provide a balanced curriculum and recognise that high quality adaptive teaching, for individual pupils, is the first step in responding to pupils who have or may have SEND. Ashgate Croft School follows the principles of the 'Equals' Curriculum. Teachers at the school will:

- Set high expectations for every pupil.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to enable growth which is deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

## Adaptations to the curriculum and learning environment

The school wants to provide and deliver a curriculum that is appropriate and meets the needs of all our pupils. Our curriculum is now based around the EQUALS curriculum but adapted to meet the needs of our pupils. There are 3 Pathways plus Post-16.

### Preformal:

*For pupils who have:*

- Profoundly complex learning needs
- Other significant difficulties such as physical disabilities, sensory impairment and/or severe medical conditions. *Curriculum:*

- Person centred
- EHCP led

### **Informal:**

*For pupils who have:*

- Complex learning difficulties
- High sensory needs

*Curriculum:*

- Focussed on choice and communicating preferences
- Narrow curriculum to allow maximum amount of time for learning
- Based on play and sensory exploration

### **Semi-formal**

*For pupils who have:*

- Learning difficulties and are working at the early stages of child development • They learn best when the curriculum is related to their own experiences

*curriculum:*

- *Developmental in nature and open to personalisation*
- *Aims for the highest level of independence*

### **Post-16**

- Our vision for Post 16 is to provide real world learning opportunities to prepare young people for a meaningful, happy and safe life beyond school.
- Pupils leave post 16 with accreditations in OCR Life and Living Skills and AQA Unit Awards for English and Maths.
- We hope that the opportunities for our Post 16 pupils will broaden as we develop the curriculum further down school.

The Equals curriculum is not related to the National Curriculum and is not directly related to age or key stage. Our pupils need a different curriculum that is specific to their needs as learners, not a differentiated version of the National Curriculum. For full details, please refer to our Curriculum Policy, and the Equals curriculum website.

## **Supporting emotional and social development**

The school has a designated pastoral team to help support students with their emotional and social development. This includes an Assistant Headteacher for Pastoral Support, a Family Support Worker, and an Early Help/Family Support Assistant. Other staff support the pastoral team (positive play, forest schools, RSE/PSHE/online safety/pupil well-being curriculum leads).

There are pupil-friendly safeguarding posters across school so that pupils know where to get help and support. There is also a pupil handbook in development to support pupils.

Staff have attended 'Attachment Awareness' training, and the school has a 'Green Room' which is a nurture-based room that the pupils can access for a range of needs including friendship, support, calming, and distractions.

Anti-bullying is embedded throughout the curriculum in lessons such as PSHE, PSD and Computing. We have a pupils' policy for anti-bullying 'See it, Get help, Stop it' which is shown visually around the school site for all pupils and students to see and for staff to refer to whenever required. For our pupils, the concept of bullying and how to deal with can be difficult to grasp and so we have a more focused approach to teaching about anti-bullying.

## **Online safety**

The school recognises that, while any pupil can be vulnerable online, pupils with SEND may be more susceptible to online harm or have less support from family and friends in staying safe online. The school will take a personalised and contextualised approach to teaching about online safety for all children, and in response to instances of harmful online behaviour from pupils.

The school takes part in the annual Online Safety Day.

The school evaluates its effectiveness in online safety through the 360<sup>0</sup> audit tool.

The school works in partnership with parents/carers to ensure pupils stay safe online at school and at home. Parents are provided with information about the school's approach to online safety and their role in protecting their children. Parents are sent a copy of the Acceptable Use Agreement at the beginning of each academic year and are encouraged to go through this with their child to ensure their child understands the document and the implications of not following it. See the schools E-Safety Policy for more information.

## **Sexual violence and harassment**

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g., from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL or DDSL. See the schools Safeguarding and Child Protection policy and Child on Child Abuse Policy for full details.

## Evaluating effectiveness

At Ashgate Croft we evaluate effectiveness through robust school evaluation using iAbacus. Strategic review meetings between the school and the Trust partner and School Champions who provide question and challenge.

Our Trust Partner is the link between the Central Team of the Trust and our school. They work with staff in both a supporting and challenging role on aspects of school self evaluation and improvement strategies.

## Handling complaints

In the first instance please contact the school and ask to speak to the relevant member of staff. If your concerns cannot be resolved please see the Complaints Procedure which can be found on the school's website.

## Local Offer

Derbyshire Local Offer - <https://www.localoffer.derbyshire.gov.uk/home.aspx>

## Named contacts

Name of individual	Email address	Phone number
Jenny Dodds – Headteacher and DSL	<a href="mailto:ACSJDodds@learnerstrust.org">ACSJDodds@learnerstrust.org</a>	01246 275111
Learners' Trust	<a href="mailto:Admin@learnerstrust.org">Admin@learnerstrust.org</a>	07399 429078

## Additional support

Derbyshire Local Offer: [https://localoffer.derbyshire.gov.uk/#!/search/list?query=Special\\_Schools&exact=1](https://localoffer.derbyshire.gov.uk/#!/search/list?query=Special_Schools&exact=1)

Derbyshire information advice and support service for SEND: <https://www.derbyshireiass.co.uk/parents-and-carers/information-and-advice/informationand-advice.aspx>

Derbyshire Parent Carer Voice: <https://derbyshireparentforums.co.uk/>