



Special Educational Needs and Disability Policy (Including ARC)

Updated January 2015



Special Educational Needs and Disability (SEND) Policy

This policy has been drawn up in accordance with Schedule 1 of the:

Education (Special Educational Needs) (Information) Regulation 1999

Introduction

At Ashcroft Technology Academy, we accept that every child matters and has differing levels of need. Some students, however, have very specific needs that need to be addressed by all staff if they are to reach their full potential. This group includes gifted and talented students and those with emotional and behavioural difficulties. The Academy aims to provide students with a safe and positive environment in which they can learn as effectively as possible. All students have the right to access all aspects of the National Curriculum.

The Special Educational Needs and Disability (SEND) Department aims to provide formal and informal support for students who find learning more difficult than their peers. It aims to maximise their educational and personal success. It includes two teachers and twelve Teaching and Learning Assistants. Students with SEND are given the benefit of the stimulating and challenging environment of a technologically rich Academy. In line with the Academy Mission Statement, students are equipped to move into the business and industrial world through differentiated learning, which is facilitated by subject specialists and SEND staff working collaboratively. The SEND Department fully supports the Children's and Families' Act 2014.

Aims of Special Needs at Ashcroft Technology Academy

The SEND Department aims to identify and make appropriate provision for SEND students in order that they have full access to the National Curriculum. It aims to support the principles of the revised **SEND Code of Practice 2014**, the **SEN Code of Practice 2001** and the **SEN and Disability Act (2001)** and **Disability Discrimination Act (2007)** in ensuring that:

- a child with special educational needs has his/her needs met in the Academy
- the views of the child are sought and taken into account
- parents have a vital role in supporting their child's education
- children with SEND are offered full access to a broad, balanced and relevant education, as suggested by the DfE
- the Academy adheres to the requirements of the Education Act 1996 and the Disability Discrimination Act, both promoting inclusion.

Objectives of the Learning Support Department are:

1. That students with SEND are identified as early as possible and that their needs are met;
2. That procedures are in place whereby teachers are aware of such students;
3. That appropriate resources are available and used in the Academy;
4. That students with SEND are integrated as fully as possible into the life of the Academy;
5. That full use is made of supporting agencies outside Academy;

Admissions

Students with SEND follow the same admissions criteria as all other students applying for places at Ashcroft Technology Academy. The SEND Department provides support in Year 6 entry tests, providing readers/scribes/small environment where necessary. This criteria takes into account the

Code of Practice on School Admissions, made under s.84 of the School Standards and Framework Act 1998. Where a student meets the requirements of the Academy, the Principal consults with the SEND Coordinator to ensure that the specific needs of a student can be met within the Academy. All students are considered on an individual basis. Where a student arrives after the start of Year 7, this consultation takes place between the Head of Year and the SEND Coordinator. In the case of Post 16 students, this consultation includes the Director of Further Education and/or IB Coordinator.

Specialist Provision

Ashcroft Technology Academy is adapted to provide a safe environment for students with various difficulties. There are ramps for entry into the gym and all zones, including the stage in the Auditorium. Some subject areas have adjustable working areas for students with disabilities. There is wheelchair access to all zones and buildings. Lifts serve all floors of each building to allow physically challenged students freedom of access. There are disabled toilet facilities in most zones and hoists/standing frames to ensure safe transfer of students with disabilities. There are evac chairs in some zones to ensure safe evacuation of students in wheelchairs, should the need arise.

Specialist provision from outside agencies include the following:

Wandsworth Hearing Impaired Service, Wandsworth Visually Impaired Service, Wandsworth Parent Partnership, Generate, Garratt Park ASD Advisory, the Child and Adolescent Mental Health Service, Wandsworth Social Services, Wandsworth Community Police, Wandsworth Contact-a-family, the Youth Offending Team, Wandsworth Young Carers, Catch 22 and Wandsworth Educational Psychology Service and Connexions. Support for students is incorporated within the Academy day as necessary.

Identification, Assessment and Provision for Students with SEND

Students are **identified** as having Special Educational Needs using a number of methods. These include:

Primary/secondary transfer information

Wandsworth sends primary SEND records to the SENDCO and Head of Year 7 in advance of students starting Year 7. A member of the SEND department attends Annual Reviews/TAC meetings of students with a Statement of SEN or an EHCP in Year 6. Students with SEND are invited for a pre-taster morning and those with statements of SEN or EHCPs are supported during the Academy Taster Morning in July. The SENDCO is available at the Year 6 Information Evening, as well as the Year 7 Welcome Evening, to maximise contact with parents.

Literacy Tests

All students are screened in literacy on entry to the academy, using age appropriate reading tests and suitable spelling assessments. Those KS3 students who are below standard score 85 in their reading/spelling levels are placed on the Paired Reading Scheme, Rapid Reading Scheme or Units of Sound Spelling programme.

The SEND Department works closely with the Deputy Principal responsible for data and with Heads of Year to identify those students who may have SEND, but who have not been previously identified. Students are only placed on the **SEND File** after discussion with parents and when formal assessments have been carried out.

Assessment of SEND students

SEND students, wherever possible, follow the same assessment procedure as their peers. In addition to this, equality of opportunity is ensured by:

Individual Education Plans/Personal Profiles/Learning Passports

Students on the **SEND File** have their needs summarised on an IEP, Learning Passport or Personal Profile. These plans are shared with teaching and learning staff. SEND Information is also available on Sims.

The SEND Department uses *Lucid Exact* to assess students' literacy levels. For dyslexia, *LADS Dyslexia Screener* is used.

Referrals are made to GPs where a medical condition is suspected.

Partnership with Parents

SEND staff are available on Parents' Evenings, Academic Tracking Days and Information Evenings. Trebly informal Coffee Mornings are being planned to give parents the opportunity to discuss any issues they have about their child with SEND.

There is frequent communication with parents via email and telephone.

Annual Reviews/EHCP/TAC Meetings

Statements of SEND are reviewed annually with parents, SEND staff and other appropriate outside agencies. Transition from Statements of SEN to EHCPs is currently being carried out in line with the SEN COP 2014. Year 9 and Year 11 transitions are being made during the academic year 2014/15.

Access Arrangements for exams

Students of SEND are assessed and assigned readers/scribes/word processors/extra time in line with 'Adjustments for candidates with disabilities and learning difficulties' 2014, published by the Joint Council for Qualifications (JCQ). Access arrangements are also made for students studying for IB exams and for those applying for medicine (UK CAT and BMAT)

Provision for SEND students

Students with SEND are recorded in the **SEND File**, which is produced and presented at the beginning of each academic year and revised at regular intervals. The categories of **School Action**, **School Action Plus** and **Statement** are currently being updated to **Student Support and EHCP**.

The SEND Coordinator is responsible for allocating support time to students, ensuring that the legal requirements of those students with an statement of SEN or EHCP are met in the first instance and that any additional resources are fully utilised to meet the needs of as many students as possible, taking into account the stage they are at on the **SEND Code of Practice 2014**

Support can take place within the classroom setting, within a small group setting, or on a one to one basis. It is the aim of SEND staff to ensure that the full curriculum is covered, in collaboration with subject specialists.

There may be occasions when, for medical and personal reasons, a student may need to be with drawn from class, for example, for physiotherapy sessions or counselling. When this is necessary, sessions are arranged to cause minimal disruption to learning.

Support for students with SEN includes:

- Yr 7 Transition workshop- Monday 3.15
- Units of Sound Spelling Programme: Yr 7-9 (am reg)
- Paired and Rapid Reading Programme: Yr 7/8 (am reg)
- Homework Club 3.20-4.20pm Tues, Wed, Thurs: Yr 7/8

- Breakfast Club 8am onwards: Yr 7/8
- Key Stage 4 Homework Club: Mondays 3.20 – 4.20pm: Yr 9, 10 and 11
- Key Stage 3 Homework Club: Wednesdays 1-2pm
- Loan of alpha smart/lap top
- Loan of spellchecker device

Arrangements for providing access for students with SEND to a broad and balanced curriculum and integrating them within the Academy as a whole

Ashcroft Technology Academy has a full inclusion policy and all students are supported in accessing the full range of subjects in The National Curriculum. Where disapplication from any subject is felt appropriate, it is carried out in accordance with the 1998 Education Act, in consultation with the Principal.

Where trips and/or off-site CAS activities are involved, appropriate provision is made to ensure all students can attend and benefit from the activities. Appropriate changes are made to ensure the safety of individual students.

All students, including those with SEND and gifted and talented students, are placed in mixed ability tutor groups. At KS3, students are set according to ability in core subjects, allowing more effective differentiated teaching and learning to take place. Support is provided, where appropriate, within these groups. At KS4, students are taught in Option groups. All SEND students integrate fully into this system. In exceptional circumstances, for example, due to physical disability or severe learning difficulties, students may be exempted from a subject, in accordance with the Social Inclusion Policy 1999.

Care, Guidance and Support

Individual needs of students are taken into consideration when devising a support programme. Where students need support in unstructured times such as break and lunchtime, supervision is provided. This may be in the playground to ensure inclusion and social interaction or in the SEND Base. Breakfast Club is offered to ensure students are settled and prepared for the day.

Differentiation

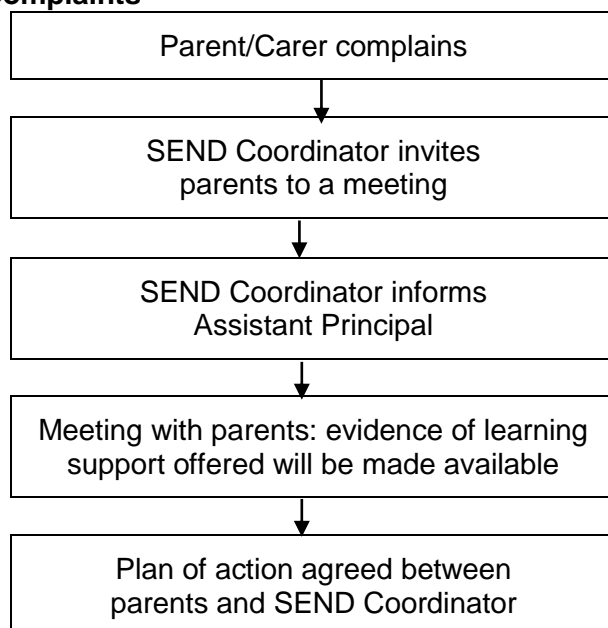
All Curriculum areas ensure that work is differentiated to meet the needs of gifted and talented students as well as those with learning difficulties. Curriculum Managers liaise with SEND staff to ensure that the curriculum is accessible to students with physical and sensory difficulties. Access arrangements are made for internal exams as well as public exams.

Staff may seek advice from the SEND Coordinator or any other member of the Learning Support Team in order to ensure that students' needs are being met.

Criteria for evaluation of the SEND policy

1. Evidence of SEND students meeting targets set out in their IEPs.
2. Evidence of consistent applications to the Academy from prospective SEND students.
3. Evidence of SEND students achieving positive average points scores (APS) in external exams and results reflective of their ability.
4. Evidence of SEND students making significant progress using RAISE online and Fischer Family Trust data
5. Evidence of students making a marked improvement in their reading/spelling ability.
6. Evidence of SEND students' success in public examinations and their progress into Higher Education.
7. Evidence of continued co-operation between the SEND Department and parents.
8. Evidence of differentiation in the classroom.
9. Evidence of achievement of SEND students, in the form of praise emails, certificates and prizes (such as at Prize Giving Evening).
10. Evidence of positive feedback from stakeholders.

Arrangements for Complaints



Arrangements for In-service Training

The Academy is committed to provide SEND training to meet the needs of all staff. This is conducted 'in house', through professional development days and by members of the SEND Team attending courses and cascading information. Where suitable exhibitions are available at minimum cost, as many members of the team as possible are encouraged to attend.

External Support

Ashcroft Technology Academy has links with many external agencies. These include:

Linden Lodge, Wandsworth: Service for visually impaired
Oak Lodge, Wandsworth: Service for hearing impaired
Prospects Careers Service (Connexions: Terry Miles and Alicia Cope)
Queen Mary's Hospital, Roehampton (physiotherapy and occupational therapy)
Wandsworth Psychology Service (Colin King)
Child and Adolescent Mental Health Centre, St George's Hospital
Garratt Park ASD Advisory Service
South West London NHS Trust
Wandsworth Teenage Pregnancy Advisory Team

These experts are consulted if a student has a specific need. This may be at the request of the Principal, the Vice or an Assistant Principal, a KSM, the SEND Coordinator, a parent or a student and will always be done with the permission of the student. Social Services and other external agencies will be consulted when the need arises.

Partnership with Parents

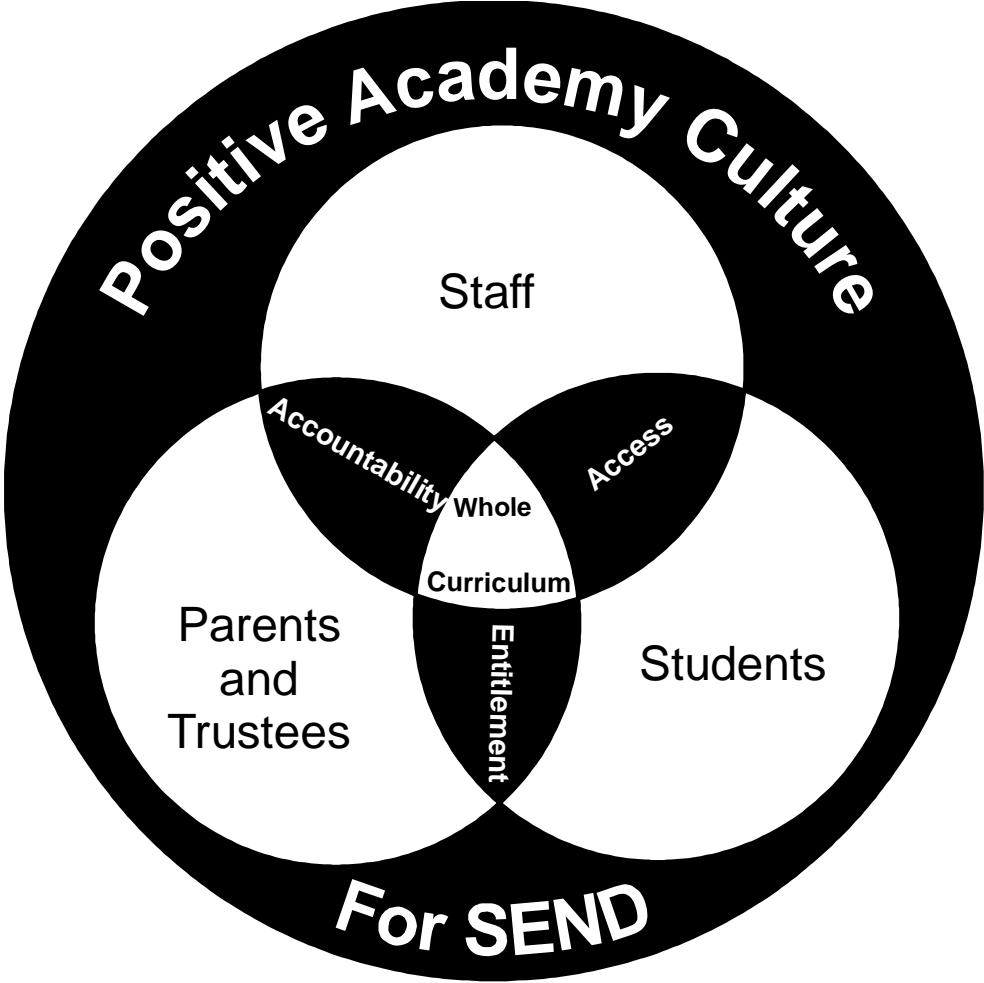
Ashcroft Technology Academy values its close links with parents. These are achieved by:

1. Staff following the Academy Customer Service Policy;
2. Staff meeting parents on their request to discuss progress;
3. Regular meetings with parents in accordance with the **SEND Code of Practice 2014**;
4. Staff recording positive achievements, as well as informing of difficulties

The SEND Team

Ms Firdous Zahid	SEND Coordinator/English teacher
Ms Sarah Emberger	SEND Teacher/MFL teacher
Mr Asim Akhtar	Teaching and Learning Assistant
Mr Romilly Burne	Teaching and Learning Assistant
Mr Antonio Cabarcos	Teaching and Learning Assistant
Ms Mariyam Kelay	Teaching and Learning Assistant
Ms Janet Josephs	Teaching and Learning Assistant
Ms Charmaine Powell	Teaching and Learning Assistant
Mrs Dee Scott	Teaching and Learning Assistant
Ms Nicola Soliman	Teaching and Learning Assistant
Ms Nelia Sequeira	Teaching and Learning Assistant
Ms Lisa Shadbolt	Teaching and Learning Assistant
Mr Joe Shaw	Teaching and Learning Assistant
Ms Carolyn Shepherd	Teaching and Learning Assistant

A WHOLE ACADEMY APPROACH



Autistic Resource Centre (ASD)

Introduction

The purpose of ARC is to allow students in access the curricular activities of the main school with the appropriate level of support. It also provides staff expertise to meet some very specific, individual needs and safe place that students are able to use. It will also provide a centre of expertise within the Academy to enable all staff to develop their understanding of ASD.

Students are expected to eventually spend 80% of their time in main stream lessons.

ARC staff support students to access the curriculum of the main stream.

Meet specific and individual needs.

Provide a centre of expertise within the academy to enable all staff to develop their understanding of ASD.

The capacity of ARC is 20 students: 4 in each year group. The accommodation provided is shown on the plan. It is intended to:

- Avoid sensory overload
- Minimise distractions
- Provide opportunities to develop “special interests”
- Structure social interactions so that it is manageable for ASD students.
- Provide outside space for alternative PE sessions/ downtime.

Admission to ARC

Students will have a diagnosis of ASD and a statement of SEND.

ASD will include those at the high functioning end of the autism spectrum-Aspergers’ syndrome.

Teaching, Learning and the Curriculum

Key Stage 3

In Key Stage 3 ARC students are given individualised timetables depending on their academic ability as well as their ability to cope within the mainstream setting. This will also help decide on the level of support needed from the students Key Worker. Our students may have a combination of 1:1 support in lessons they find difficult as well as attending lessons on their own if they are able.

Students are placed into form groups in pairs and depending on how comfortable they are in the form group will either attend registration along with the mainstream or register within ARC in the morning.

Periods in ARC are lead by one of the ARC staff and are used for catch-up or homework as well as ‘down time’ where students are able to stay in a calm and quiet environment.

We encourage students to communicate well in a range of ways both through curriculum activities and through ARC specific activities. Currently we run a sports club, animation club and social skills groups for ACR students to improve their team work skills. Reflection time can also be given to students where they are given a chance to talk to their key worker or another member of ARC staff one to one so they can better understand their problem or behaviour.

In order to help ARC staff and teachers around the school we produce IEP’s for each student. A basic IEP will be constructed from the student’s transition information and circulated ready for the start of term 1. In January and June this will again be reviewed and updated as we will have a much more detailed view of how the student is coping and what their needs are.

IEP's are monitored by the child's Key Worker daily and a record is kept showing which targets are being met regularly and which need updating. This information can then be taken into account when an IEP review or Annual Review takes place.

Key Stage 4

In Key Stage 4 the students are given the same options as all other KS3 students at the Academy. They can choose their subjects for GCSE but they might do a reduced amount depending on their ability. The time that is freed up through this reduced timetable can then be used to keep up to date with coursework and homework tasks.

Students are expected to attend the majority of their classes within the mainstream environment. We try as much as possible to prepare them for teacher absence or a room change but are able to obtain the work and teach within the ARC facility if necessary.

We can also assess students for their examination needs and, if they qualify, can assign aids such as a scribe, reader, extra time or a prompter to help them sit their exams. Students are also able to use a smaller room with fewer students in it to take their exams so it should be less daunting and have fewer distractions.

Key Stage 4 students will continue to have their IEP's monitored daily and reviewed throughout the year in September, January and June. Their updated needs can then be circulated to teachers.

Our Students in the Wider World.

We want to encourage our students to become independent learners who are also concerned with the wider world. As an Academy students are encouraged to take part in cultural days as well as year group events such as the Year 7 Fair-trade event.

ARC subscribes to a newspaper which is always available for the students to read to learn about events in the wider world. A weekly quiz is produced by staff about current events and students are encouraged to have a go at answering the questions.

ARC's aim is also to give students the skills they need to cope in the wider world and we run social skills groups to teach them about various social situations that they might encounter outside of the Academy. ARC have also run various trips including going to watch shows at the Polka Theatre in Wimbledon and Putney Arts Theatre, as well as being educational this offers our students a chance to experience social situations in the real world.

Community Links

ARC has links with a local children's theatre company, a travel training scheme and Paddock Special School. By maintaining good relationships with outside agencies we are able to offer specialised services and activities which benefit our students.

Independent Learning

In ARC we try to encourage students to be independent but understand that this can be difficult for our students. By knowing them as individuals we are able to encourage independence.

Being away from the ARC facility at break and lunchtimes helps to foster independence and we encourage students to go to the library, eat lunch with the other students in the canteen (with supervision from ARC staff) and attend lunchtime clubs run by other departments.

Each student has a set of trays in ARC where they can keep their books and work and they are encouraged to use these to help themselves become more organised and take responsibility for their books and equipment.

All Ashcroft Academy students are given a school diary and this is used to record homework and as a means of communication between teachers and parents. Key Workers check students are

writing down homework and then parents can check this and help them complete it at home. Key Workers will also be able to check diaries and complete it during catch-up time at school. Depending on the individual, students may travel to and from lessons on their own or attend form time without support.

Key Worker Role

Each pupil within the ARC will have a Key Worker assigned to him/her. This person will work with their allocated students both in and out of class. By having a particular worker for each student we hope to be able to build up a positive working relationship where the Key Worker will understand the best way for the student to work and will be able to differentiate for them effectively. Specific aspects of the Key Worker Role will include:

- Reading a student's file, past IEP's and Annual Reviews to familiarise themselves with a child's needs.
- Building a positive working relationship.
- Spending support time in class and in ARC with the student.
- Collecting work in advance for pre-teaching if necessary or for teaching out of class when a teacher is absent.
- Contacting teachers for updates in a child's progress.
- Maintaining contact with parents to keep them informed of progress or any issues within school.
- Carry out duties at allocated break and lunchtimes to supervise students in the canteen/library or playgrounds.
- Monitor the completion of homework or classwork in catch-up sessions.
- Ensure students arrive to lessons with the correct equipment.
- Update and monitor IEP's.
- Attend and complete paperwork for annual reviews.

In lessons Key Workers act as a TA for their individual students and support them through a variety of ways.

They may scribe for students who are not able to write quick enough or have problems with literacy. They may read a question aloud to a student and repeating information back to students with simplified language if necessary. Prompting a student to open their book, write the title etc.

Transition

Into Key Stage 4

Students are advised by teachers, Key Workers and parents about their options choices for GCSE. We also have a connexions advisor who specialises in SEND with whom students can make an appointment to discuss options for GCSE and beyond.

The schools holds options information evenings for all of its students where you will be able to find out more information about the different subjects offered at GCSE level.

Taster sessions for the different BTEC courses are also timetabled into a year 8 school day so each student should be able to see what each subject is like.

Beyond Key Stage 4

During year 11 students will have the option of meeting with our connexions advisor to talk about possible next steps post 16.

Ashcroft Academy has its own sixth form which ARC students may choose to attend depending on their academic ability and subject choices. In order to attend they will have to attend an interview with a senior member of staff and demonstrated some good work ethic over their past Academy years.

Students may wish to attend another college within the area and their Key Worker will be able to help them look up different colleges and the subjects available to them. This may mean that students are able to opt for a more vocational/practical course depending on their learning style. It is advisable for parents to also play a part in this decision process by taking students to open events at colleges in the area, this will give students a better idea of whether the choice is right for them.

‘ASD Friendly Academy’

Because of the specialised provision for Autistic students offered by Ashcroft Academy, ARC staff aim to make the mainstream students aware of Autism and what the ARC do within the Academy.

ARC staff are responsible for making sure that new Year 7 students are given a presentation about Autism and the needs of our students so they can better understand the role of the ARC. This is given in conjunction with their PSHE lessons and will be delivered to form groups.

We have also taken mainstream students to an Autism Awareness morning at a nearby special school. They were able to learn more about the condition of Autism and what the school does to support its students by using visual communication and specialised classroom set-up. These students then gave feedback to ARC about what we could implement within our own department and will be able to talk to their peers about their experience.

We also aim to give more specialised training to the student library monitors as ARC students do tend to spend time in the library at break and lunch.

Gifted and Talented Students

Students in ARC can be picked by subject teachers to be added to the Gifted and Talented list of the Academy, this is the case for any student at Ashcroft. Subject teachers are required to submit the names of students that they feel should be added to the list for their particular subject area. These students will then be given the opportunity to become involved in any activities for all Gifted and Talented students or in events organised by particular subject areas. As the list is circulated to teachers across the Academy it also allows for better differentiation across the students entire lesson range as teachers will be aware of the students’ particular skills.

Assessment for Learning

Within the ARC we aim to continually assess student’s progress both academically and within a behavioural and social context. We do this through daily IEP monitoring, assessing how they do throughout the day in individual lessons and if they are meeting their IEP targets. By doing this we are able to continually adjust targets so they are relevant, this should encourage progression by gradually challenging students with targets that are achievable.

In class, assessment of academic work should be done in a way that is constructive, allowing students to learn from their mistakes.

Assessment tasks can be collaborative and this helps encourage participation and interaction with peers. For ARC students the Key Worker will try to pair their student with good role models and facilitate conversation about the topic to ensure successful assessment. Key Workers can also advise teachers on good strategies for ASD students, for example putting them with the same group of peers each time, to minimise the anxiety some of our students have over working with others.

Assessment within the school always aims to be personalised and teachers should take into consideration the students minimum target grade (MTG) to ensure that the assessment they are giving is pitched at the right level. ARC Key Workers can also lend support here by advising teachers on student progress in detail and making sure the student understands the comments being given to him/her.

Praise and Reward

In ARC we try to motivate students with plenty of praise and reward. Key Workers can help by selecting appropriate rewards for students to help keep them motivated. We also use the Academy's reward system of merits and praise emails to reinforce good behaviour. Because of the nature of ARC students we find that having a tangible reward often helps to motivate them, as they don't often feel an intrinsic sense of achievement so it is easier for them to see they have done well when they are presented with a sticker or for example a magazine.

Behaviour and Discipline

In ARC we have our own way of dealing with student behaviour and discipline which works alongside the Academy's own policy. We do this as we understand each of our students as individuals and are able to accommodate their ASD with our own specialist provision. Key Workers monitor the behaviour of students in and out of class and will report any issues quickly to the ARC team. Often we will talk through issues with students as we need them to recognise inappropriate behaviour for themselves and give them a chance to apologise or make amends accordingly. Key Workers will inform parents of any issues as they see necessary and we aim to maintain good parental partnerships. By gaining support from parents as well as maintaining a consistent approach to discipline in school a much more effective behaviour management system can be achieved. Our aim is for students to be able to make good choices for themselves and to be able to maintain good behaviour independently.

ARC in the Wider Community Policy

Our aim as an Autistic Resource Base is to prepare our students for life and work. We want to teach them key skills such as cooperation, respect and an understanding of others. We hope to help our students become individuals who will get on well with others and make good choices about themselves, others and their future. To guide them through this we work alongside the mainstream students in helping our ARC students achieve the following:

- Regular meetings with our SEND connexions advisor who can help them through transitional periods and advise them of suitable career path or options for GCSE's or A-Levels.
- A work placement in a relevant organisation during year 10 to help them decide on their own career choices.
- Participate in trips outside of school to improve their knowledge of the wider world.
- Become involved with charitable schemes within the school and participating in whole school events to help raise money.

Through working with them in ARC and within the mainstream we also aim to teach them about cooperation, working as a team and accepting others. This could be through any of the following:

- Playing team sports outside in the ARC playground facilities.
- Participating in ARC and mainstream organised lunchtime clubs, this could be sports, musical, ICT or games based.
- Working in small groups with other ARC students during social skills groups run by ARC staff.
- Participating in mainstream lessons, cooperating on tasks such as practical work in science or drama. This would be facilitated as necessary by the accompanying Key Worker.

Ashcroft Technology Academy

Special Educational Needs (SEN) Information Report

As an academy, we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways students with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and have an 'Accessibility' plan.

Inclusion statement

At Ashcroft Academy, we aim to provide formal and informal support for students who find learning more difficult than their peers. We aim to maximise students' educational and personal success. The SEND Department comprises a SENDCO, a SEND teacher and twelve Teaching and Learning Assistants (TLAs). The Autistic Resource Centre (ARC) comprises an ARC Lead Teacher, an ARC teacher and eight teaching assistants. Students with SEND are given the benefit of the stimulating and challenging environment of a technologically rich Academy. In line with the Academy Mission Statement, students are equipped to move into the business and industrial world through differentiated learning, which is facilitated by subject specialists and SEND staff working collaboratively.

At Ashcroft Academy, our Special Education Needs Co-ordinator is:

Ms F Zahid

She can be contacted on 0208 812 3557; her e mail is:

Firdous.zahid@ashcroftacademy.org.uk

The leader of the Autistic Resource Base (ARC) is: Ms Kate Shaw; she can be contacted on 0208 812 3568 and her email is: kate.shaw@ashcroftacademy.org.uk

The Deputy Head responsible for SEN/Inclusion is: Ms Cheryl John; she can be contacted on 020 8812 3520 and her email is Cheryl.john@ashcroftacademy.org.uk

What should I do if I am concerned about my child's progress or special educational needs?

- *You should contact your child's class teacher directly, his/her Form Tutor, the relevant Head of Year, the SENCO/Lead ARC teacher or the Deputy Head with responsibility for Inclusion.*

How does the school decide whether a child has special educational needs and what extra help they need?

- *Those students who have been identified as having SEN in their primary schools, either with Statements of SEN or Health Education and Care Plans (EHCP), will be placed on the school's SEND File and support will continue as advised on relevant documentation.*
- *Those students identified with additional learning needs (ALN) in their primary schools will be monitored by the school. Students will be placed on the SEND File if*

they have a formal diagnosis of a learning or medical need.

- *Teacher assessment and referral to the SEND Department may also be used in identifying students with SEND. In all cases, parents will be informed if it seems appropriate to refer a student for an external assessment that may lead to a child being identified as having SEND.*
- *Support for students with SEND will be provided according to the targets and actions identified in Annual reviews for children with statements/EHCPs. For those students with an ALN, support will be provided in line with their Learning Passport or Individual Education Plan (IEP).*
- *Support may be modified following discussion with parents, teachers and outside agencies to ensure maximum impact for the child with SEND.*

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

- *SEND staff will be available at all Parents' Evenings and on Academic Tracking (ACTRAC) Days*
- *All students receive a termly school report and a full report in July*
- *Individual Education Plans/Learning Passports will be drafted with parents, preferably at Annual Review or EHCP meetings and updated at least once a year*
- *SEN Breakfast Club, Year 7 Transition Club, Homework Clubs and Literacy programmes will be offered to support student learning*
- *There will be regular communication with parents of SEND children to ensure that they are confident in supporting their children with homework and other activities at school.*

How will my child be involved and consulted?

- *Students with SEN will complete a Personal Progress Sheet in discussion with their TLA before they attend their Annual Review or EHCP Meeting.*
- *Students will always be invited to meetings that concern their education and will be encouraged to contribute both verbally and in writing, if appropriate.*

How do you assess and review my child's progress?

- *All students' progress is assessed through termly teacher assessment*
- *All students are assessed for their literacy levels on entry to the academy and SEND students are tested every year*
- *Key Stage 4 SEND students receive a detailed literacy assessment using the Lucid Exact Literacy Assessment Tool*
- *Students may be referred for dyslexia screener (Lucid Exact) by staff*
- *All students will review their progress with Form Tutors through the ACTRAC programme, which takes place twice a year.*
- *SEND students will review their IEP targets as part of the ACTRAC programme*
- *IEP/ACTRAC targets will be reviewed at Parents' Evenings and at ACTRAC meetings with parents.*
- *IEP targets will be reviewed at Annual reviews and EHCP meetings.*

How is teaching and the curriculum adapted to my child's needs?

- *The academy supports the view that teaching children with SEND is every teacher's responsibility as Quality First Teaching*
- *Teachers are encouraged to differentiate their approaches and resources for SEND students, providing challenge and support where possible*
- *Additional materials, resources and interventions are planned for the SEND child where needed.*

- *TLAs support SEND children within the classroom and on a one to one basis, in the SEND or ARC Base, where appropriate*
- *Where needed, students with SEND are taught in smaller groups, with additional support*
- *Teachers are encouraged to teach in a multi-sensory way to engage all students, especially those with SEND*
- *SEND training is provided to staff at the beginning of every year. In addition, further workshops are provided for those on the Newly Qualified teacher (NQT) programme*
- *Teachers are kept up to date with teaching and learning strategies by the Mini Hub Programme, which meets once every half term*
- *There is a Breakfast PD programme offered to all staff to discuss strategies such as literacy, marking, safeguarding and behaviour.*

How we support children with their literacy and numeracy development:

- Units of Sound Spelling Programme
- Rapid Reading Programme
- Paired Reading Programme
- Key Stage 3 Maths and English Booster sessions
- Extra English lessons in Year 11 and Year 10?

How we support children with Speech, Language and Communication needs:

- Regular liaison with Wandsworth's Speech and Language Service (SALT)
- Regular training of TLAs on how to support children with speech and language needs, often from SALT and *Garratt Park Advisory Service (GPAG)*
- Speech therapist employed in ARC two days a week and an SLT TLA three days a week.

How we support children with their handwriting and fine motor skills:

- SEND assessment of child's handwriting and fine motor skills
- Offer of handwriting pens, alpha smart recording devices or mini lap tops to use in class, as appropriate
- Teachers' pre- printing of resources for students with handwriting difficulties
- Weekly lunchtime Homework and Handwriting Club.

What support is there for my child's emotional well-being?

- *The SEND Base offers a drop in facility for teaching staff to discuss SEND students' needs*
- *A comprehensive Personal Social Health and Education (PSHE) programme is delivered to all students in all year groups*
- *Assemblies and Tutor Time are used to deliver Social and Emotional Aspects of Learning (SEAL)*
- *Year 7 Transition Club is offered on Mondays after school*
- *Breakfast Club is offered daily from 8 to 8.30am*
- *Learning mentors support students, some of whom may have SEND needs*
- *The academy employs a school counsellor from Catch 22 for students who are vulnerable*
- *There are a number of extra-curricular activities and clubs available for SEND students to attend*
- *The subject of bullying is addressed in academy assemblies, PSHE and English lessons.*
- *ARC provides INSET for mainstream staff so that they are able to appropriately differentiate for them in lessons.*

How do you promote positive behaviour?

- *The academy has a strong behaviour policy, which all staff are expected to follow*
- *There is a house system in the academy, which encourages all students to earn points for their house*

- *Students receive individual house points for exceptional work and a positive work ethic*
- *Students also receive Praise emails for exceptional work, effort or performance*
- *SEND/ARC students may have their own reward programme*
- *Some SEND students receive support during unstructured times in the playground break and lunchtimes. A number of SEND students have buddies in their own year group or in older year groups*
- *Some SEND students have access to a Learning Mentor.*
- *In ARC, positive strategies for behaviour are consistently used so that students develop high self esteem and learn appropriate communication skills.*
-

What training and specialist skills do the staff supporting children with SEND have or are having?

- *All TLAs are encouraged to attend regular training on SEND, most of which is provided at the academy.*
- *All ARC TLAs receive INSET from the ARC SALT and receive training in current theories and practices from the LA, ARC SALT and external course providers.*
- *ARC staff are encourage to stay up to date with current theories and practices in autism*
- *Some whole staff training may be provided from SALT, LNSS, GPAG and the School's Psychology Service (SPS).*
- *The SENDCO is an English specialist, with a Postgraduate Diploma in SEN/Inclusion.*
- *The SEND teacher is a MFL specialist, with an MA in Education in Arts and Culture and a Postgraduate Certificate in Analytic Behaviour Analysis (ABA) for children with autism.*
- *The Lead ARC teacher is a Primary specialist with an MA in Education and a Post Graduate Diploma in Speech, Language and Communication Difficulties.*
- *The academy aims to be a dyslexia friendly environment, with the SENDCO training for a Diploma in Specific Learning Difficulties*
-

How will my child be included in activities outside of the classroom?

- *SEND students are invited to attend Breakfast Club and Homework Clubs, which run between 3.15 and 4.15, Monday to Friday.*
- *SEND students are encouraged to attend all academy trips. Risk assessments are carried out prior to the trip and accessible transport is organised, with TLA support, if necessary.*
- *Disability Sports Clubs are organised in collaboration with Wandsworth and SEND students are encouraged to attend the London Youth Games in June.*
- *In ARC, there are several sports' specialists on the team, who enable students to exercise in an outside area to calm them down when needed.*
- *ARC students also attend mainstream clubs at lunchtime, with support from their key worker (an ARC TLA).*

How will the school prepare my child to join the school or transfer to a new school?

- *A member of the SEND/ARC Department attends the child's Annual Review/EHCP Meeting in Year 6.*
- *Some SEND children are invited to attend a SEND Taster Morning, in addition to the Academy Taster Morning in July.*
- *The SENDCO is available at the Year 6 Information Evening and at the Year 7 Welcome Evening.*
- *The Head of Year 7 works closely with the SENDCO to ease Year 6 transition into Year 7*
- *If a SEND child is moving to another school or college, his/her SEND records are passed on to the new school, together with the child's school report.*

- *ARC recognises that transition can cause students with ASD high levels of anxiety, so it makes links with and visits feeder schools.*
- *ARC gives students the opportunity to come on preliminary visits to Ashcroft ARC.*

What specialist services from outside does the school use to help meet children's needs and how do you work together?

- *The academy employs a counsellor from Catch 22*
- *The academy receives support from SCPS, BLSS, LNSS, GPAS*
- *SEND /ARC Staff attend 'Team around Child' (TAC) meetings (which may include safe-guarding issues), in which professionals are able to collaborate, plan jointly, set targets and review them.*
- *Where appropriate, wider specialist services are involved in the local offer, such as the Wandsworth Hearing and Visually Impaired Service.*
- *Hail Travel Training provides training to ARC staff to enable students to become more independent when travelling to and from school.*

What will you do if my child has medical needs?

Details will be passed on to the academy's Welfare Officer, Mrs Sue Williams, available on 020 8812 3538 or email sue.williams@ashcroftacademy.org.uk

What should I do if I am unhappy with my child's support or progress?

- In the first instance, you should contact the SENDCO/Deputy Head responsible for Inclusion
- The Academy Complaints procedure is available by request from the Academy Office

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.