

# Ashley College Special Educational Needs and Disabilities Information Report 2020 – 2021

**Reviewed: Sept 2020, Sasha Sharpe SENCo**

**Next Review: Sept 2021**

## **1. Ashley College: What kinds of SEND are provided?**

We currently support and provide short term education placements, or home tuition for students with identified health needs.

This is referred to in the Code of Practice as Social, Mental and Emotional Health Needs, and, or Physical Needs resulting in medical intervention.

These may be chronic and long-term illnesses such as schizophrenia, bi-polar disorder, anxieties, depression, school phobia and refusal, self-harm and separation anxiety.

Students may have other identified needs alongside their health need such as sensory impaired (hearing impaired, deaf, visually impaired, blind), autism including Asperger's Syndrome; specific learning difficulties/dyslexia; learning difficulties and physical disability.

Parents/ Carers and Students may also wish to consult the Brent Local Offer which can be found at <https://www.brent.gov.uk/localoffer> for further information and advice about the provision for SEND students in Brent.

## **2. What is our policy for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO?**

We start from a rigorous baseline assessment of the student's full range of needs – not just the primary need - with information from previous educational providers and professional reports, including:

- Medical history.
- Information from an existing EHC Plan /Statement.
- Reports from current mainstream school.
- Reports from external professionals.
- Reading and spelling age assessments.
- Baseline PEARSON assessments in English, Maths and Science.
- Home visits to understand the views and concerns of students and their parents/carers, the home environment and any barriers to learning.
- Assessment of social and emotional aspects of learning through the Personal Development Assessment and parent/ student surveys.
- Evidence of disability requiring reasonable adjustments.

Slow progress and low attainment do not necessarily mean that a student has SEND but may indicate medical, social or emotional difficulties as stated in the 2015 Code of Practice We are careful to establish whether lack of progress in students whose first language is not English is due to language limitations or SEND. Our initial assessment is recorded in a Personal Learning Profile available to Ashley College teachers before the student begins tuition to inform the teacher's planning of teaching strategies and interventions. We maintain confidentiality over sensitive matters and share information on a need to know basis in line with Brent's Data Protection Policy.

The SENCo is:

Sasha Sharpe who can be contacted via the school office on 0208 937 3330.

Please refer to the schools SEND policy on the website:

<http://www.ashleycollege.brent.sch.uk/college-info/policies/>

### **3. What arrangements are in place for consulting parents of children with SEND and involving them in their child's education?**

The Ashley College ethos is inclusive, and we work in partnership with parents/carers. We invite parent/carer views in home visits, meetings, student reviews, suggestions letterbox, and termly questionnaires. As well as the termly parents/carers evenings we hold six weekly review meetings with the mainstream school, other professionals and families. During the current Covid climate we have adapted how we hold meetings and reviews by incorporating the use of webcam technology. We aim to secure parent/carer engagement in our approaches and see regular contact as strengthening the impact of our SEND support to students. Our discussions with parents/carers:

- Allow time to explore their views and share concerns.
- Review and update student Covid risk assessments to ensure they can access education.
- Review progress, agree new targets, discuss the effectiveness of interventions and new needs and agree respective responsibilities.
- Help school, in partnership with parents/carers and the student to identify any SEND needs, with the involvement of the Brent Educational Psychology Team, Brent Inclusion team and other external professionals.
- Are led by teachers with good knowledge of the student's needs and attainment
- Always take account of student views.
- Have agreed outcomes, action and support recorded and copied to relevant staff, and the parent/carer.

We will also:

- Send parent/carers end of term reports on their child's progress.
- Ask parents/ carers to complete a termly personal development / well-being questionnaire about the student.
- Discuss their concerns if their child is not making progress; and plan any extra support needed.
- Draw on outside agencies help if necessary.

How can parents/ carers let the school know they concerned about their child?

- First speak to the child's class/subject teacher or link tutor.
- If they are not satisfied, speak to the teacher in charge of SEND – Sasha Sharpe (SENCo) on 0208 937 3330.
- If their concern is still not resolved, please contact the Deputy Headteacher or the Headteacher on 0208 937 3330.

### **4. What arrangements are in place for consulting young people with SEND and involving them in their education?**

- Opportunities for students to discuss their opinions, wishes, concerns and requirements are afforded by:
  - Meetings each week with link tutors.
  - A suggestions / concerns letter box.
  - Six weekly review meetings face to face or via webcam.
  - Reviewing and updating student Covid risk assessments to ensure they can access education.
- Progress reviews each term with students and their parent/carers.
- Joint target setting with link tutor, student and parents/carers.
- Completion of termly personal development / well -being questionnaire.
- EHCP reviews once a year including written student submissions.
- An open-door policy from teachers and Senior Leadership team.
- PEP, CP, CIN and LAC reviews.
- School council meetings.

#### 5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

The information collected from our initial assessment is the basis for a Personal Learning Profile for each student. Information from the EHC Plan is incorporated. Before tuition starts, the Profile is circulated to all staff to inform their strategies and interventions. At Ashley College we have a 6-weekly review cycle using the ASSESS, PLAN, DO, REVIEW model for all our students.

**The PLP records:** adjustments, interventions, equipment and support to be put in place, expected outcomes, including targets that address the learning difficulties and teaching strategies or approaches required

#### How do we assess, plan for and review our SEND provision?

We:

- Hold daily staff briefings to discuss students' needs and current concerns.
- Weekly personalised subject and personal targets set and reviewed for all students.
- Invite students to review their progress constantly.
- Nurture a culture of personal responsibility for one's own learning.
- Make regular changes in provision, timetables, interventions in response to need or demand.
- Set and review academic and personal development targets each term with parent/carers.
- Students evaluate weekly targets with link tutors.
- Track student progress termly and send reports to parent/carers each term on progress and attainment, attendance and effort, behaviour and responses to interventions.
- Participate in annual EHCP reviews, face to face or via webcam, and writing outcomes.
- Assess staff needs and deliver weekly training to ensure quality first teaching takes place.
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught learning.
- Classroom observation by the senior leadership team, the SENCo and, or external verifiers.
- Planning discussions and audits in subject areas to ensure work is differentiated.

#### 6. How do we support children and young people in moving between phases of education and in preparing for adulthood?

Our transition practices are aimed at reintegrating students into full time education. We welcome in new students in ways which best meet individual needs. Our guiding principle is 'building confidence for the future' through **core** values of **resilience, self-confidence, tolerance, self-esteem,** and **respect** so that our students feel equipped to move forward in their education and learning.

- We give students choices and encourage personal responsibility for one's own education. Some students start with a full-time centre-based timetable. Depending on individual medical needs we offer some students 1-to-1 home tuition or the local library.
- Due to Covid and school bubbles, it is not possible to provide students with part-time tuition along with part-time education at their mainstream school. We continue to work closely with mainstream schools to ensure students are prepared for any future transition.
- We work with multi agency teams, parent/carers, the home school or can send our staff to support during re-integration or transition back into mainstream or specialist setting.

- We prepare students for post-16 transition with a PHSE programme and regular Connexions sessions at Ashley College or at their home. This covers careers education, post-16 planning, CV writing, job application letters and interview practice.
- We accompany students to careers fairs, 6th form and college familiarisation visits and we work with post-16 providers to support SEND students.
- We work with Connexions, 6th forms and FE colleges to ensure all our students are able access supported internships, traineeships and apprenticeships.
- Students and parent/carers are at the centre of all our planning considerations on transitions.

#### **7. What is our approach to teaching children and young people with SEND and what support is there for improving the emotional and social development of students, and how do you prevent bullying?**

- We are an inclusive school; we welcome and celebrate diversity.
- We believe that high self-esteem is crucial to students' wellbeing.
- We give high priority to students social and emotional development and preparing them for adult life; we help them develop friendships, social relationships, work skills, independent living and participation in society.
- We have a caring, understanding team looking after students' health and wellbeing.
- We have a [child safeguarding policy](#) in place to protect our students.
- We work closely with CAMHS and educational psychologists where that support is needed, including a weekly counsellor in school who provides 1:1 session with students.
- All students are allocated a link tutor to address their pastoral needs.
- All staff liaise with our SENCo where they see a need for additional support to address pastoral, medical or social welfare needs.
- Weekly well-being, resilience and mindfulness sessions run by trained staff.
- We teach weekly PHSCE sessions covering topics such as understanding Covid, social distancing and keeping safe, raising self-esteem, anti-bullying and building positive relationships with others.
- We deliver the curriculum through a blended learning approach using centre based lessons or home tuition alongside pupils being able to access webcam lessons and Google Classrooms. This ensures that during the current Covid climate students can continue to access learning whether they are shielding or if there is a lockdown.
- Staff adhere to the online learning policy when delivering webcam lessons. Students/parents/carers are expected to adhere to the online code of conduct to ensure the safety and wellbeing of all.

#### **8. How will the teaching and learning environment be adapted for my child with SEND?**

- All our students have identified and significant health needs, and our special expertise is in adapting for individual needs identified in their care plans.
- Each student has a personal learning plan with targets and a personal timetable.
- Each student's plan details individually appropriate teaching approaches, strategies for learning and resources.
- The school has a Covid risk assessment which is updated regularly and available from the office.
- The school environment and classrooms have been adapted to ensure we comply with Covid health and safety guidelines. Students are regularly briefed about how to adhere to these during the school day.
- Where pupils experience high levels of anxiety webcam lessons, along with the use of Google Classrooms may be used whilst transitioning them back into education.
- We make special adaptations for individual needs (e.g. l-pads, scribes, special furniture for those uncomfortable with writing; therapeutic activities such as art,

	<p>gardening, cooking, sewing, yoga and relaxation, guitar; 1:1 groups, special classroom positioning; voice recognition software and large font worksheets.</p> <ul style="list-style-type: none"> <li>• The school building has been adapted to meet the needs of students with physical disabilities. It is on a ground floor level with a ramp leading into the portacabin.</li> </ul>
<b>9.</b>	<b>How are the teachers in school helped to work with children with SEND and what training do they have?</b>
	<ul style="list-style-type: none"> <li>• The SENCo supports the class teacher to plan and deliver quality first teaching, that is differentiated and personalised to the students' needs.</li> <li>• All our teachers and teaching assistants have experience in working with SEND students.</li> <li>• Regular staff training has covered autistic spectrum disorders, first aid, visual impairment advice, anaphylaxis, use of computer software and Young Minds "mental health in schools training." SEND staff training is always high on the agenda.</li> <li>• Professional staff supervision run by the SENCo.</li> <li>• Input from the Brent Inclusions Team.</li> <li>• Input from the Anna Freud Centre supporting staff with work discussion groups and serious case reviews.</li> </ul>
<b>10.</b>	<b>How do we evaluate the effectiveness of the provision made for young people with SEND?</b>
	<ul style="list-style-type: none"> <li>• As part of our 'assess-plan-do- review' cycle we evaluate strategies implemented and identify next steps.</li> <li>• We evaluate whole school policies regularly to ensure inclusion and progress for students with SEND and this evaluation takes account of:</li> <li>• Student progress is reviewed by all teachers concerned, with support from our SENCo.</li> <li>• We have a robust system of monitoring student progress which includes: <ul style="list-style-type: none"> <li>➤ Classroom observations by SENCo and Leadership Team.</li> <li>➤ Monitoring against the students' baseline and reading assessments.</li> <li>➤ Focused book scrutinies and learning walks.</li> <li>➤ Termly data analysis to inform interventions followed by progress monitoring meeting with teachers.</li> <li>➤ Termly assessments of personal development and weekly monitoring of these by link tutors.</li> </ul> </li> <li>• Senior Leadership provide thorough impact reports on all of the above monitoring measures.</li> <li>• Recorded outcomes and impacts (quantitative data and case study evidence) in the Personal Learning Plan (PLP) documents.</li> <li>• Students with an EHCP will have a review with the Local Authority at least once every 12 months.</li> </ul>
<b>11.</b>	<b>How is Ashley College accessible to students with SEND? How does the school ensure children and young people with SEND can engage in all activities available?</b>
	<ul style="list-style-type: none"> <li>• Students' needs are assessed via a rigorous baseline assessment on entry.</li> <li>• We make any reasonable adjustment to meet their needs ahead of their arrival where relevant.</li> <li>• The buildings are on a single storey site accessible to those with physical disabilities, with disabled toilets.</li> <li>• We adapt the learning and physical environment to student needs – e.g. low arousal décor, special classroom positioning, special furniture for medical conditions. This also includes the use of blended learning via webcam lessons and Goggle Classrooms.</li> <li>• Personal development target setting and reviews with students and parent/carers.</li> <li>• Teacher CPD reviews.</li> </ul>

- SENCo reviews with multi-agency teams around a student.
- Attendance records and Education Welfare Service advice to address issues.
- Parent/carer feedback.
- Click [here](#) for our accessibility policy and plans.
- At Ashley College every student can join any organised trips.
- We carry out risk assessments and put in place necessary support.
- If an activity is not appropriate, we would provide an alternative activity.

#### **12. How does the school manage the administration of medicines?**

- Our policy sets out in detail arrangements for administering prescription and non-prescription medicines (click [here](#) for Managing Medicines arrangements)
- We have trained First Aiders, who administer medication as per individual students Health Care Plan.

#### **13. What support is there for behaviour, avoiding exclusion and increasing attendance?**

- At Ashley College we have very few incidences of poor behaviour, most of which are minor and dealt with immediately.
- We have built a nurturing environment and see poor behaviour as a significant barrier to learning and regard good behaviour as the norm.
- Our [Behaviour Policy and Procedures](#) sets out our behaviour standards.
- Students sign a [Code of Conduct](#).
- Parents agree to our standards in a Home-School agreement [click [here](#)].
- We reward good behaviour and sanction poor conduct with a report card system which distinguishes between minor breaches and very serious misconduct.
- Fixed term or permanent exclusions are rare and a last resort.
- The Education Welfare Service works with poor attendees to improve attendance.
- We reward good attendance and punctuality with a half termly voucher for all those who have had 90% attendance and, or 100% punctuality as well end of term rewards trips/events.
- We make daily early morning phone calls to all students, and for those who do not attend where we have not had notification from the parent/carer.
- We provide breakfast clubs every morning.
- We provide free school lunches for all students.
- We deliver 'Attendance Matters' presentation to parents/ carers.
- We run a regular face to face, or webcam parent/ carers support group.
- If necessary, we collect students from their home or enlist support from social services.
- We ensure each care plan is drawn up with input from medical professionals which supports maximum attendance.

#### **14. How are the school's resources allocated and matched to children's SEND needs?**

- Students' individual needs are assessed on entry and support/provision is provided as necessary.
- Resources are employed according to individual student needs within the limits of the budget.
- Some of the resources provided may be outside the normal school day, such as equine therapy.

**15. Who are the other people providing services to children with SEND in the school?**

We work closely with different services to support your child's needs, including:

- Anna Freud Centre Team
- Brent Inclusion & Alternative Education Team
- Family Solutions
- Locality Social Work Teams
- Education Welfare Service
- CAMHS
- Educational Psychology team
- Brent Outreach Autism Team
- Brent Deaf and Hearing-Impaired Service
- Brent Visual Impairment Service
- Youth offending team
- Complex Needs Consultant
- Speech and Language Therapists (for those with an EHCP).
- School Nurse Service
- National Autistic Society
- REACH
- Connexions Intensive support worker
- Hospitals
- Potential Mentoring
- BANG project
- Brent Learning Zone
- Learning with Horses Equine Therapy Centre
- Kooth Online

**16. What if I need to complain?**

Parents have rights of redress if the school, governors or the Local Authority fail in their duty to provide or if the parent disagrees with a decision or feels there is discriminatory practice; via

- Ashley College [complaints procedure](#).
- The disagreement resolution service (disagreements between parents/young people and the Local Authority or parents/young people and the education provider).
- Complaints to OFSTED (about whole SEN provision, not individual students and where the complaints procedure has not resolved the issue).
- An appeal to SEND First-Tier Tribunal about EHC Assessments/plans and /or disability discrimination. This must follow mediation unless it is over the naming of a school placement.
- Complaint to the Local Authority ombudsman (if not resolved through the Local Authority complaints procedure).
- Complaint to the Secretary of State (against schools or Local Authority).

Ashley College will advise parents/carers on where and how to pursue any complaint.