

SEN Information Report

Ashton on Mersey School

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

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1. What kinds of special educational needs does the school provide for?

Ashton on Mersey provides for children with SEND in line with the Equality Act 2010. This would be if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The four areas of need outlined in the 2014 SEND Code of Practice are:

- Communication and interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Children with medical conditions will have Individual Health Care (EHC) plans which specify the type and level of support required to meet their medical needs.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

When deciding whether to make special educational provision, the teacher and SENCO would consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, school would have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

If parents have any concerns regarding their child they are encouraged to discuss this with the school's SENCO and can request assessments and investigations as they think appropriate.

3. How will both you and I know how my child/young person is doing?

For those pupils with SEND, in addition to normal reporting arrangements there are opportunities for parents to discuss progress with teachers, Teaching Assistants (TAs) and the SENCO. Planning meetings can be arranged at regular intervals or when required by either school or parents. For all pupils with Education, Health and Care Plans (EHC), Annual Reviews are arranged as part of statutory procedure.

Parents are introduced to TAs working with their child who can be a point of contact if there are any concerns or questions and the SEND department staff are always available for consultation before and after school or by appointment.

Parents are encouraged to liaise with staff to share information via the school planner or by direct contact with school. Teachers offer advice on how to support pupils at home and help with homework. School has an active Parent Partnership scheme who meets regularly to discuss curriculum development and ways to support your child in school and at home.

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

At Ashton on Mersey School pupils are taught in groups according to ability for English, Maths and Science. Staff are selected to work with SEND pupils based on their experience and expertise teaching those with additional needs. Work is differentiated appropriately for each child. For other subjects they are taught as part of mixed ability form groups. This provides a wide academic mix for creative subjects and opportunities for all pupils to shine.

5. How will school staff support my child/young person?

Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.

Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review

At Ashton on Mersey School there is a nominated governor for SEND who meets regularly with the SENCO and reports to the whole governing body on any issues/ successes/ concerns from the department

6. How is the decision made about what type and how much support my child/young person will receive?

In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, school has arrangements in place to draw on more specialised assessments from external agencies and professionals. This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. Where a pupil is identified as having SEN, school takes action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Should there be a concern regarding the provision made at the school the usual complaints procedure should be followed.

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

Ashton on Mersey is a fully accessible school so all pupils are able to participate in all activities with appropriate differentiation and arrangements are made for inclusion on trips.

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

All pupils are able to access the Pastoral Support Team in school who liaise closely with the SEND Department to offer extra support if necessary. The SEND team offer pupils the facility to spend time in

the department during breaks and lunch if they prefer a quiet area. There is the opportunity for social interaction with peers with support from TAs. Pupils are encouraged to share any concerns/anxieties with members of the team and there is close liaison with both parents and teachers.

For those with medical/physical needs school follows the statutory guidance for supporting pupils with these needs. There is also a team of specialist TAs who work closely with those pupils whose needs are long term.

School will support the emotional, mental and social development of pupils with SEN which will include extra pastoral support arrangements for listening to the views of pupils and their parents.

If a child has a medical condition school will liaise with all professionals working with the child and will follow their advice and strategies to support the child in school.

School has a designated member of staff to work with attendance issues alongside the appropriate agencies from the local authority.

9. What specialist services and expertise are available at or accessed by the school?

Ashton on Mersey School will involve a specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.

School works closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly such as educational psychologists, Healthy Young Minds (HYM), therapists- speech and language therapists, occupational therapists and physiotherapists.

In school there is:

- An Assistant Principal for SEND and Transition who is the SENCO
- Two SEND department Managers
- The Learning Support Team including:
 - One specialist teacher,
 - 20 Teaching Assistants of whom 7 have HLTA status, 4 specialist in ASD (Autistic Spectrum Disorder), 3 specialist in SPLD(Dyslexic difficulties) and all staff are specialist in working with children with Physical/Medical difficulties
- The Pastoral Support Team including:
 - 3 Pupil Support Managers
 - An Attendance Officer

10. What training have the staff supporting children/young people with SEND had?

All staff supporting the pupils with SEND receive appropriate training and this is updated as required. Specialist TAs working with those with physical and medical difficulties attend specialist courses and liaise with all appropriate outside agencies; Physiotherapist, GP etc.

11. How accessible is the school environment?

Ashton on Mersey is fully accessible for wheelchair users and there are identified disabled parking spaces. Adjustments are made according to the needs of the pupils and there is an Accessibility Plan in place. The site has lifts installed and wherever needed there are rise and fall tables.

There have been some improvements in the auditory and visual environment with plans for further developments as a priority. All our changing rooms are accessible and we have disabled toilet facilities throughout the school. Specialist equipment required for individual pupils would be either loaned or purchased following advice from the appropriate specialist service.

For parents/carers where English is an additional language (EAL), translators would be sourced when required from the local authority's Ethnic Minority Achievement Service.

12. How are parents and young people themselves involved in the school?

Where it is decided to provide a pupil with SEN support, the parents are notified. Parents will be given clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps at meetings in school. Parents are invited into school to discuss their child's progress at regular intervals throughout the year. There are regular progress reports sent home and parents can communicate directly with the SEND department via home/school notes in the planner or phone calls.

For those pupils with an EHCP, Annual Reviews will be held and pupils and their parents will be invited to contribute to the proceedings. All pupils are encouraged to contribute their views in school via regular questionnaires and via the Pupil Voice. Those pupils with EHC plans participate in the Annual Review process by attending the meeting and sharing their views in the form of a questionnaire document.

13. Who can I contact for further information?

If a parent/carer wishes to discuss concerns about their child the first point of contact would be the Head of Year. Following this if the issues are thought to be about SEND the school SENCO would be informed.

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

School operates a system of advance planning for incoming pupils by attending Year 6 reviews and liaising closely with their primary schools. There is a transition team lead by the Assistant Principal for SEND and Transition. Pupils who have SEND are invited into school for extra transition sessions to familiarise them with their new surroundings, enabling them to meet the teachers and TAs.

At Key Stage 4 pupils with SEND are supported by the school's careers team. They are given quality advice and guidance regarding options for Post 16.

15. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/fsd or by contacting the **Family Information Service on 0161 912 1053**