**ANNUAL REVIEW**

**SEND Information Report 2022-2023**

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction 2. Cognition and Learning

3. Social, Emotional and Mental Health difficulties 4. Sensory and/or Physical Needs

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| **General School Details:** | | | |
| School Name: | Ashley High School | | |
| School website address: | www.ashleyhighschool.com | | |
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| Type of school: | Special Educational Needs 11 -19 | | |
| Description of school: | Ashley High School is a secondary special school for young people with special educational needs, aged 11-16 years. The Sixth Form post 16 provision supports similar young people aged 16-19. All pupils are in receipt of an education, health and care plan (EHCP). | | |
| Does our school have resource base? Yes or No  If Yes please provide a brief description. | No | | |
| Number on roll: | 117 (95 pre-16, 22 post-16) | | |
| % of children at the school with SEND: | 100% | | |
| Date of last Ofsted: | November 13th, 2019 | | |
| Awards that the school holds: | Advanced Autism Accreditation from the National Autistic Society (NAS, 2019), 2018 Autism Professionals Award Winner (NAS), ‘Knows Autism’ Award, ECO Schools Award, Woodland Trust Green Tree School Awards, RHS Five Star Gardening award, Healthy Schools Award, ICT Mark, Speaker’s School Council Award (Highly Commended), Discovering Democracy Award, UNICEF’s Rights Respecting School Award (Level 1), Widgit Centre Status, Global Learning Expert Centre status, Quality History Mark Gold Award, Quality Careers Mark | | |
| Accessibility information about the school: | School is fully accessible and all reasonable adjustments have been made for individual pupils as per their needs. | | |
| Please provide a web link to your school’s Accessibility Strategy | Please contact the school for a copy of the school Accessibility Policy if required. | | |
| Expertise and training of school based staff about SEND. (CPD details)  Please comment specifically in relation to autism and include dates. | All staff receive a wide range of both in-house and off-site training in the education and support of students with social communication difficulties and high-functioning Autism.  Staff are trained in use of:  Sensory Awareness (use of sensory diets), Social Stories, Use of IPad apps for ASC pupils, TEAM TEACH Positive Handling  Key staff have received training in:  ELKLAN Speech and Language Support for pupils with ASC  SCERTS (Social Communication Emotional Regulation and Transactional Support- Intervention and assessment for ASC pupils  Introduction to ABLLS (Advanced Basic Language Learning Skills)  Precision teaching (Literacy intervention support)  Key staff accreditations:  Philosophy for Children (P4C) Level 2- S.Andrews, Level 1- F. Lawrenson, L. Quinn | | |
| Documentation available: | Are the following documents available on the schools website?  If yes please insert the link to the documents page. | SEND Policy | No |
| Safeguarding Policy | [Ashley High School - Key Policies/documents](https://www.ashleyhighschool.com/web/key_policiesdocuments/574467) |
| Behaviour Policy | [Ashley High School - School Policies](https://www.ashleyhighschool.com/web/school_policies/566316) |
| Equality and Diversity | No |
| Pupil Premium Information | [Ashley High School - Pupil Premium & Catch Up Premium](https://www.ashleyhighschool.com/web/pupil_premium__catch_up_premium/565822) |
| Complaints procedure | [Ashley High School - School Policies](https://www.ashleyhighschool.com/web/school_policies/566316) |

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| **Range of Provision and inclusion information:** | |
| How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them. | * All our pupils have an Education Health Care plan (EHCP). * Prior to entry at year 7 or later, we work co-operatively with parents and the primary or other feeder school to put in place appropriate individual transition packages. * We put in place curriculum targets for each subject area. * If a child does not appear to be making the expected progress in any curriculum areas, we will implement further detailed assessments and identify individual targets. These will be addressed during interventions or through more targeted support during lessons. * We are child and family centred so you will be involved in all decision making about your child’s support. * A homework policy is in place and homework is given weekly   Pupils can access activities to support their learning via the school website (e.g. Abacus Math activities) |
| What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations. | * Each class is supported by a specialist subject teacher and at least one teaching assistant * Teaching and support staff differentiate the curriculum and provide additional support for specific individual needs e.g. visual materials to aid organisation or understanding, behaviour management strategies * NAS ‘Advanced’ accredited school * School receives support from an identified Educational Psychologist * We have additional input from outside agencies such as Speech and Language and Occupational Therapy * We have a speech and language therapist on site two days a week to work with groups and individual pupils. SALT also works closely with staff to identify specific speech and language targets for individual pupils. * Social Communication Coaches support teaching sessions * We have an independent occupational therapist on site one day a week to provide services such as everyday functional life skills and sensory assessments, advice and interventions. Specific OT targets will be set in an individual basis * We access support as required from local authority services such as specialist dyslexia teachers * We will make referrals to outside agencies as required e.g. CAMHS , to provide further support and advice for any individual pupils with emotional and behavioural needs * Internal referral system to access personalised support for emotional needs if appropriate (eg. Emotion Coach, Counsellor) |
| How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc. | * The school has been extensively refurbished in line with the TEACCH approach * All classrooms are ASC friendly with individual workstations * We provide a range of specialist equipment to support the curriculum; touchscreen interactive plasma TVs in all classrooms, computers, an ICT suite, use of IPads and laptops * A purpose built gym which ASC pupils access as part of their ‘sensory diet’ programme * Visual prompt and reminder cards for organisation * Bespoke symbolised resource materials and visual timetables * Use of coloured overlays as appropriate * Identified areas for emotional regulation and support |
| What strategies/programmes/resources are used to support pupils with autism and social communication difficulties? | * Teaching and Learning ‘non-negotiables’ based on the requirements and recommendations from the NAS are embedded across all curriculum subject areas * Intervention from speech and language therapist * Delivery of personal speech and language programmes * Individual speech and language targets tracked across curriculum subjects * Support from teaching assistants within classes * Specialist TA for small groups or individual support * Differentiation, individual personalised learning * Circle time in pastoral sessions * Range of language resources and programme materials * Regular opportunities for pupils to practise social communication skills through ‘Learning Outside the Classroom’ opportunities in all key stages * Planned opportunities within lessons for communication and collaboration (as part of our Teaching & Learning non- negotiables) |
| What strategies/programmes/resources are available to speech and language difficulties? | Speech & Language Therapist in school 2 days per week to support students and staff through a variety of programmes, strategies and resources |
| Strategies to support the development of literacy (reading /writing). | * 1-1, small group support in class for guided reading / writing * Individual regular reading with teacher/TA * 1-1, small group phonics sessions * Accelerated Reading Programme * Age appropriate reading schemes aimed at struggling readers (eg. Rapid Readers) * Literacy based online programmes (eg Study Ladder) * Inclusive bespoke software activities linked to literacy targets for reading and spelling (e.g. Literacy Activity Builder, Wordshark) * Assessment as required by specialist occupational therapist to support development of handwriting skills * Provision of specific resources e.g. sloping writing boards * Whole-school approach to the teaching of phonics |
| Strategies to support the development of numeracy. | * 1-1, small group support in class as required * 1-1, small group intervention support to deliver individual numeracy targets * Use of specialist maths resources online for reinforcement (Abacus, Slumdog, Doodle Maths) * Success Maker programme * Weekly Maths Challenge * Use of IPads, interactive maths activities * Individual TA’s trained in Numeracy Catch up Programme |
| How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access. | * Personalised and differentiated curriculum * 1-1, small group support in class from teacher or teaching assistant * Use of simplified language by teacher * Use of visuals to reinforce learning * Personalised timetables * Individual curriculum targets * Use of social stories * Sensory preference charts following specialist sensory assessment by occupational therapist * Use of symbol supported resources to aid access to text   Strategies/resources put in place as provided by outside specialist services |
| How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers).  What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness. | * Observations, photos * Teacher marking and feedback to include individual ‘next steps’ for progress (personalised learning) * Teacher comments and ‘next steps’ shared with pupils during lessons (read to pupils as required) * Regular monitoring by pupil and teacher of how often ‘next steps’ being achieved * Assessment tasks planned into curriculum units * Assessment ‘Progress Week’ tasks * Assessment Tracker in place * Regular planned opportunities for independent tasks to enable regular assessment of targets * CAF (Common Assessment Framework) * External professionals undertaking specific assessments * Regular review of targets and progress with parents/child during parents evenings, annual reviews, Autumn term, Spring term and end of year reports * SALT and Occupational therapist reviews, sensory preference chart and updates * Evidence of impact collated to inform future planning   Pupil profiles to track progress towards EHCP outcomes |
| Strategies/support to develop independent learning. | * Individual visual work schedules for pupils to work independently * Each lesson to include planned opportunities for independent learning tasks and problem solving * Tasks differentiated to appropriate level to help facilitate independent completion * Use of visual supports to help pupils access text independently * Visual prompts * Use of marking code to identify when pupils have completed tasks independently * Pupils self- assess how often they have completed independent learning tasks (link to marking code used in teacher feedback) * 3 Bs (Brain, Buddy, Boss strategy) – pupils encouraged to implement before asking for help * Planned opportunities to develop independence during lessons (as part of our Teaching & Learning non-negotiables) * Independent Travel Training is delivered in Year 10 upwards |
| Support /supervision at unstructured times of the day including personal care arrangements. | * Staff supervision at all times * Organised break time activities inside and outside * Designated staff members responsible for following up any personal care issues as they arise   Where there are any issues with unstructured times of the day, specific targets may be included in individual pastoral plans as agreed by staff and parents |
| Extended school provision available; before and after school, holidays etc. | * We have after school clubs running from Monday – Thursday each week which give pupils access to various experiences with opportunities to mix with peers from other classes and year groups. * ICT/Games, Sports Club (running from 3-3.45pm) * Football with Everton in the community (Thurs only 3-4pm,) * Breakfast club each day from 8.30am * A range of extra-curricular activities both after school and during school holidays that include: * Everton in the Community Holiday Club * Mako Create (both 18+ and 16+ * SEND R US CIC family sessions * Dungeons & Dragons club * Fusion Inclusion sessions |
| How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND? | * High staff to pupil ratio for all outdoor learning and school trips * Individual risk assessments carried out where appropriate * Involvement in a range of community based projects (eg Wonky Garden) * Outdoor and Practical Learning elements of the school curriculum |
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| Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring. | * Sensory diets, access to gym first session in morning * Rebound Therapy (as part of PE lessons) * Sensory/Quiet rooms on site * Sensory and relaxation areas around school and in some classes (eg. fish tanks) * School pets, including Therapy Dog * Sensory preference charts developed in consultation with occupational therapist * Use of ‘time out’ during lessons * TEACCH approach to learning enables students to predict the ‘run’ of the lesson and understand what is expected of them * Students are encouraged to work with staff to identify appropriate strategies for managing their own anxieties * Key members of staff work with identified pupils in the role of Emotion Coach * Access to activity machines outside classrooms * Access to a variety of visual aids to support communication and enable self-monitoring of feelings and anxieties * Relaxation, anger management strategies * Access to support from pastoral staff as required including daily Emotional Check-ins * Referral to CAMHS as required * Emotion Coach interventions and support available including: Anger Management, Emotional Health and Wellbeing, Exam stress, Family support, 1-1 /small groups, Personal Care, Peer massage * Wellbeing Week of activities designed to help pupils manage their emotions and anxieties * Identified pupils have access to 1-1 counselling sessions (parental consent required). Counsellor available 2 days a week * Access to services from Halton Health Improvement Team and Halton Mental Health Support Team |
| What strategies can be put in place to support behaviour management? | * Use of school behaviour policy and rewards systems * Regular communication with home * Individual report/pastoral support plans to be completed each lesson * Strategies in place for unstructured parts of day e.g. break time/lunchtime clubs * Team Teach behaviour support plans if necessary * Personalised motivators * Plans that inform of and so pre-empt behaviour * Individual risk assessments if required * CAMHS input if required (via referral) * Sensory versus behaviour assessment by occupational therapist * Access to specialist behaviour support through referral to local authority * Access/referral to Halton Addaction support team * Liaison meetings with parents to agree targets for behaviour/pastoral support plans * School consultation meetings with Ed Psych |
| How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*. | * Identified Transition Lead and Transition Coordinators in school * Annual Review Co-ordinator onsite who oversees all our pupil’s annual reviews and paperwork and liaises with the Local Authority, parents and other agencies * Regular meetings with parents * Regular communication with previous schools and agencies * Detailed Transition plans for individual pupils * Risk assessments completed * Work with Parent Partnership * Social stories and visual prompts for pupils * Work through PSHCE/Preparing for Adulthood lessons on managing and preparing for change * Programme of visits * Longer term links with primary/other schools to increase familiarity * Careers Lead in school to offer expert advice * Riverside College taster days * Ashley 6th Form taster days * Leaver’s reviews * Focus on transition planning as part of EHCP review process * Preparing for Adulthood programme in place as part of the school curriculum (11 – 19) |
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| Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs. | * Intervention from occupational therapist * Staff support and training for sensory / everyday functional life skills (eg ALERT programme) * Intervention, advice, training and support from physiotherapy services as required * Assessment and individual programmes / specialist sensory functional advice * Specialist resources / equipment * Delivery of planned intervention programme by trained members of school staff * Close liaison with medical staff where required   Staff training for managing particular medical needs (eg diabetic needs) |
| Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education. | * The school has links with a number of Youth organisations, including Halton Speak Out * The school will signpost appropriate groups and organisations to you which are relevant to your families’ needs * Parents can access advice from the occupational therapist regarding sensory and everyday functional needs/skills * Parents can access support and advice from our Emotion Coach, Counsellor and key staff regarding strategies to support pupils at home (eg. social stories, relaxation techniques) * School website and Twitter page * Parent group Facebook page * Opportunities for YORK training sessions for parents * ASC specialist Higher Level Teaching assistant can create bespoke resources for parents * Drop-in policy * Family Link staff member |
| How additional funding for SEND is used within the school with individual pupils. | * Staff:Student ratios, SaLT, Emotional Coaches, OT, Educational Psychologist, School Counsellor, ASC-specific resources, support from outside agencies |
| Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school. | * Pupil Premium at Ashley High School is used to fund emotional support, speech and language support, additional curriculum opportunities, interventions and to enrich the learning experiences in some very innovative ways (see Pupil Premium document on school website for more details) * Looked after children (LAC pupils) receive funding via the Halton Virtual School. Funding requests are linked to their Personal Education Plans (PEPs) which are held termly and linked to their individual needs. |
| **SENCO name/contact: N/A** | |
| **Headteacher name/contact: Diane Wilson/0151 424 4892** | |
| **ANNUAL REVIEW 2022-2023**  **Completed by: Michael A. Jones Date: October 7th, 2022** | |

Appendix A:

**SEND Broad Areas of Need**

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| **Communication and Interaction** | |
| **6.28** | Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. |
| **6.29** | Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. |

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| **Cognition and Learning** | |
| **6.30** | Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. |
| **6.31** | Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |

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| **Social, Emotional and Mental Health difficulties** | |
| **6.32** | Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. |

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| **Sensory and/or Physical Needs** | |
| **6.34** | Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). |
| **6.35** | Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. |