

# SEND

## Aims

At Ash Hill Academy we are **committed to offering an inclusive curriculum**, to ensure the **best possible progress** for all of our students, **whatever their needs** or abilities.

We aim to:

- ensure **all students have access** to a broad and balanced curriculum
- provide a **differentiated curriculum** appropriate to individual needs and abilities
- ensure the **identification** of students with SEND **provision** as **early** as possible
- ensure **parents** of SEND students are kept **fully informed** of their child's progress and attainment
- ensure that SEND **students are involved**, wherever possible, in decisions affecting their provision.

## Approach

All Delta Academies have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. All academies are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

There are many different ways in which we support SEND pupils and their families at Ash Hill. We are proud of our inclusive approach and ensure that all children and families are welcome, regardless of their needs. We aim to meet the needs of individual through a personalised individual offer.

We value the contribution made by parents and understand how important it is to work as a team. Therefore, please feel welcome to speak to us about any concerns or queries that you might have.

## Key Staff

- SENCo – Mrs E Guest

## Intervention

At Ash Hill Academy, we use a number of different approaches to SEND intervention and support, including:

- **Nessy** – A computer based interactive way of learning that enables students to improve skills and confidence with reading, writing and spelling.
- **Rainbow Reading** – students work and progress through a series of short books, appropriate to their level and ability. They listen to an audio of the book a number of times, until they feel confident enough to read the text out loud word perfectly, and with appropriate expression.
- **Catch-up Literacy** – a book-based, structured one to one intervention where learners are supported in their reading of a book, so that they can activate word recognition processes, and language comprehension processes.
- **One to one** or small group support – identified students work on a one-to-one basis, or as part of a small group, to improve literacy, numeracy skills, self-esteem and confidence, through shared activities and games.
- **'Unique'** – some of our most vulnerable students work in small groups, to improve self-esteem, confidence, and develop social skills.

## Support

There are different types of support available for children with SEND at Ash Hill Academy:

- Subject teacher input via excellent targeted classroom teaching also known as Quality First Teaching
- The classroom teacher has the highest possible expectations for your child and all pupils in their class
- All teaching is based on building on what your child already knows, can do and can understand
- At times the teacher may direct an Academic Mentor to work with your child, as part of normal working practice
- Different ways of teaching are in place, so that your child is fully involved in learning in class
- Specific strategies, which may be suggested by the SENDCo or outside staff, are in place to support learning
- For your child this would mean:
- Your child's teacher will have carefully checked on your child's progress, will have decided that your child has gaps in their understanding/learning, and needs some extra support to help them make the best possible progress.
- Specific group work with in a smaller group of children
  - Run in curriculum areas, **the Learner Achievement Centre (LA Centre)**, the Bridge, or the Personal Learning Centre
  - Run by a teacher or Academic Mentor
  - They will engage in group sessions to help them to make progress.
  - An Academic Mentor, teacher or outside professional will run these small group or 1-1 sessions
  - These groups, often called intervention groups by schools, may be:
  - This means they have been identified by the class teacher as needing some extra support, and an Individual Education Plan will be written for them. For your child

this could mean involvement in specialist groups run by outside agencies, for example Speech and Language therapy, or Occupational therapy.

### Responsible Staff

The following are the staff responsible for ensuring your child's SEND needs are met, along with their individual responsibilities.

#### Subject teachers:

- Check on the progress of your child, identify, plan and deliver any additional help your child may need (this could be targeted work or additional support), and let the Inclusion Manager and SENDCo know as necessary.
- Write a Personalised Learning Plan (PLP), share and review these with parents at least once each term, and plan for the next term. This is generally done with the support of the SENDCo, or a member of the academy inclusion team, as necessary.
- Ensure that all staff working with your child in the academy are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help, and specially planned work or resources.
- Ensure that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any needs.

#### SEND Coordinator and Inclusion Manager:

- Coordinate all the support for children with Special Educational Needs and/or Disabilities (SEND), develop the academy's SEND Policy, to make sure all children get a consistent, high quality response to meeting their needs in the academy.
- Update the academy's SEND register (a system for ensuring all the SEND needs of pupils in this academy are known), make sure that there are records of your child's progress and needs.
- Provide support for teachers and support staff in the academy, so they can help children with SEND to achieve the best progress possible, given their ability and needs.

#### Principal:

- Day to day management of all aspects of the academy, including the support for children with SEND.
- The Principal will give responsibility to the SENDCo and subject teachers, but is still responsible for ensuring that your child's needs are met.
- Must ensure that the Education Advisory Board are updated regularly, about any issues in the academy relating to SEND.

#### Education Advisory Board (EAB)

- Make sure that the necessary support is made available, for any child with SEND who attends the academy.