

SEND – Contribution to Local Offer

Ash Hill Academy's contribution to Doncaster Local Authority's Local Offer for children/ young people with identified Special Educational Needs and Disabilities (SEND)

The setting

Ash Hill Academy is a mainstream co-educational secondary academy for children/ young people aged 11-16 and is part of Delta Academies Trust multi-academy trust (MAT). It sits in Doncaster Local Authority's east locality, serving areas including the villages of Hatfield, Stainforth, and Dunscroft.

How Ash Hill Academy identify if a child/ young person may need require additional support and/ or has a special educational need and/ or disability (SEND)

The academy regularly collects and collates data from subject teachers, form tutors and learning managers to monitor children/ young people's progress towards their expected outcomes.

The SENDCo uses this data to identify and review the progress of children/ young people with SEND and this information then informs Annual Review and SEND Support Plan discussions.

Definitions and indicators of SEND

The academy will consider the following as possible indicators of SEND when reviewing the progress of all children/ young people- as recommended by the SEND Code of Practice:

- learning and progress which is significantly slower than that of their peers starting from the same baseline
- learning and progress which fails to match or better the child/ young person's prior rates of progress
- learning and progress which fails to close the attainment gap between the child/ young person and their peers

Thereafter:

- progress which widens the attainment gap data provided by teachers will be used alongside information from standardised assessments and observation to determine whether a child/ young person may benefit from being placed on the SEND Register, receiving 'SEND Support'
- at this point, parents/ carers will be notified and invited into the academy to contribute to the formulation of a SEND Support Plan and One Page Profile (OPP) alongside their child

In addition:

- the academy uses reading age data to identify children/ young people who may require reading intervention
- the academy also has access to screening programmes to help identify Dyslexia and Scotopic Sensitivity. Parent/ carer consent will be sought prior to this being actioned.

- if the SENDCo believes that a referral to Educational Psychology and/ or other specialist external practitioners may be necessary, then parent/ carer consent will be sought to action this.

How the academy strives to involve parents/ carers in meeting the needs of children/ young people and in pan-academy developments

The academy works closely with its feeder primary schools to discuss children/ young people with an identified, emerging or suspected SEND to secure appropriate and timely provision by the beginning of Key Stage 3.

The SENDCo will endeavour to attend progress meetings for all children/ young people in Key Stage 2 who present with an identified SEND which should provide an opportunity for parents/ carers to meet with and discuss their questions and concerns with the SENDCo at the prospective secondary academy.

If the academy is of the opinion that a child/ young person presents with a SEND, parents/ carers will be notified, consulted, and invited to attend progress review meetings throughout the academic year.

Parents/ carers will also be afforded the opportunity to contribute to SEND Support Plans and One Page Profiles alongside children/ young people.

Additional meetings with the SENDCo can be requested at any time.

Children/ young people who are identified as SEND will receive a plan which will be shared with all stakeholders, including the child/ young person, parents/ carers, multiagency representatives, and subject teachers.

SEND Support Plans will detail the identified, emerging, or suspected SEND and any actions that the academy takes to remove barriers to learning, attendance or wider academy life.

This plan will be updated at intervals deemed appropriate and provision will be evaluated and reviewed accordingly.

How we will involve your child in the planning and review of their support

Children/ young people will be involved, consulted, and asked to contribute to their own SEND Support Plans and One Page Profiles. These documents will be reviewed and updated at agreed intervals.

The academy also conducts SEND Student 1-1 and SEND Student Voice 'interviews' with children/ young people in receipt of SEND support or who may present with an emerging or suspected SEND.

How the academy strives to match the curriculum and teaching and learning approaches to a child/ young person's SEND; and how the SENDCo and the SEND Team support teaching staff to effectively meet children/ young people's needs within mainstream lessons

Whilst the needs of many children/ young people can be met within the classroom by their classroom teachers – through use of strategic seating plans, collaborative learning strategies, differentiation, and quality first teaching (QFT) – some require more intensive and specialist support.

Provision for children/ young people with an identified, emerging, or suspected SEND is quality assured through the academy's Performance Management cycles where teaching staff are assessed against DfE teacher standards.

The SENDCo will deploy Teaching Assistants (TA) to support children/ young people in their timetabled lessons. The TA Team assist the classroom teacher and work under their instruction. The

TA Team have a wealth of knowledge and experience in a range of SEND and their skills are matched to the needs of the children/ young people in our care.

Some children/ young people may follow a bespoke or blended timetable offer to ensure that they are effectively supported within the academy so that they are able to access the wider curriculum. Parents/ carers will be informed if it is felt that this is appropriate for your child. This decision will be made upon gathering a variety of academic and pastoral data and in consultation with specialist, external practitioners wherever possible.

How the academy strives to match the curriculum and teaching and learning approaches to a child/ young person's SEND; and how the SENDCo and the wider SEND and Inclusion Teams support academic and pastoral staff to effectively meet children/ young people's needs within the academy

Within the academy, there are several provisions which are available to support children/ young people with an identified, emerging, or suspected SEND.

'The Base' is used by the academy's TA Team. From the Base, they can work, convene, and complete a programme of Continuous Professional Development (CPD). The Base is also the setting for a dedicated SENDCo Surgery which takes place on a weekly basis and offers advice, support, and training to any member of staff upon request. The SENDCo Surgery can also run focused CPD sessions for identified cohorts of staff requiring training and support in specific areas.

'The Zone' is a dedicated safe and quiet space where our most vulnerable cohorts can take sensory breaks and self-regulate at nominated times throughout the academy day. This is a manned provision where children/ young people have access to supervision and support before the academy day begins and at breaks and lunch times should they wish to eat separately to their peers.

The Personalised Learning Centre (or 'PLC') provides a dedicated and supportive environment where children/ young people receive both academic and pastoral support. Additionally, it offers a range of social, emotional, and mental health (SEMH) interventions. It is managed by our Mental Health First Aider who also has Higher Level Teaching Assistant (HLTA) status.

The 'Bridge' provides a dedicated and supportive environment where children/ young people receive both academic and pastoral support. A range of literacy, numeracy and SEMH interventions are delivered to children/ young people by our Bridge Manager who is also ELSA and First Aid trained.

The Learning Resource Centre (LRC) is our library. There, there is a dedicated LRC Manager on hand to make the space available to children/ young people at nominated times including before and after the academy day, at breaks and at lunch times. During the academy day, the LRC is accessed by children/ young people completing the Accelerated Reader (AR) programme.

When the programmes of support and intervention that the academy puts in place do not adequately alleviate children/ young people's barriers to learning, or where the academy feels it does not have adequate resources to deploy to meet a child/ young person's needs effectively, it will draw on the advice, expertise, guidance, and support of a range of external, specialist practitioners.

The SENDCo and wider Inclusion Team use their experience and professional judgement to make referrals to appropriate external and specialist practitioners in areas including but not exclusive to: Educational Psychology (EP), Early Help (EH), Behaviour Outreach Support Service (BOSS), Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy (SALT), Hearing Impairment (HI) and Visual Impairment (VI).

Where, despite the additional support of external, specialist practitioners, a child/ young person's needs cannot be adequately met by the academy; alternative provision (AP) may be sought. AP may be offered on part-time, full-time, short-term, or long-term bases- the aim of which is to fully re-integrate a child/ young person back into the mainstream setting full-time at a future date.

Identified cohorts of children/ young people (who may or may not be identified as SEND) may qualify for exams access arrangements (EAA) where they are given support to access exams. Exams access arrangements can include a scribe, a reader, additional time, use of bilingual dictionaries and the use of a word processor or separate room to access academy and public examinations. The academy will gather evidence to correctly identify cohorts of children/ young people who may benefit from this additional support and where necessary will employ the services of a professional practitioner to assess their needs.

Teaching, support, and associate staff receive statutory and protected CPD in the areas of SEND. This includes information and training around how the academy's environment can affect children/ young people who present with an identified, emerging, or suspected SEND, and how the academy can make reasonable adjustments (RA) within the classroom, and across its communal and social areas to meet their needs.

The academy site spans two buildings of two and three storeys respectively. All floors can be accessed via lifts and each stairwell has an 'Evac chair' installed if the lifts are out of use, and children/ young people need to exit buildings without warning such as the activation of the Fire Alarm. All children/ young people who require additional support in leaving the buildings have a personal evacuation plan in place.

There are 6 accessible toilets across the two buildings- this includes an accessible hygiene suite with showering facilities. Additionally, there is a specialist medical suite where children/ young people can receive physiotherapy and occupational therapy on site.

How the academy provides additional support if your child has social and/ or communication needs

If a child/ young person has identified social and/ or communication needs the academy is able to draw upon a range of expertise and support including speech and language therapy (SALT) and ASCETS.

How the academy provides additional support if your child has physical, sensory and/or medical needs

If a child/ young person has an identified or emerging medical need, parents/ carers will be asked to contribute to the completion of a bespoke and individual health care plan (IHCP). This will then be shared with relevant academy staff.

The academy affords children/ young people sensory breaks and asks that sensory stimuli are carefully controlled so that those likely to experience sensory overwhelm are not at a disadvantage compared to their peers. The academy buildings and site are fully accessible to those with additional physical and sensory needs.

How the academy provides help to support your child's emotional health and well-being

The Bridge and PLC provisions run a range of interventions to support children/ young people's social and emotional needs. Additionally, the academy works closely with CAMHS' practitioners- drawing on their advice, expertise, and guidance to support children/ young people's social, emotional and mental health (SEMH).

How the academy promotes developing independence

The academy strives to ensure that SEND Support Plans and One Page Profiles give agency to children/ young people and their parents/ carers. In the area of Careers Education, Information and Guidance, SEND Support should consider what a child/ young person needs to take steps towards Post-16 provision- for example independent travel training. The academy can make referrals to the appropriate agencies for this to be actioned. Further, the academy liaises with Post-16 providers to ensure that the provider is equipped with the information needed to facilitate transition between settings.

How the academy adapts learning environments to ensure that our buildings and site facilities are safe and welcoming to children/ young people with SEND

The academy affords great consideration to the learning environment, its buildings and site to ensure fair and equitable access and safe and welcoming surroundings for children/ young people with SEND.

Teaching, support, and associate staff receive statutory and protected CPD in the areas of SEND. This includes information and training around how the academy's environment can affect children/ young people who present with an identified, emerging, or suspected SEND, and how the academy can make reasonable adjustments (RA) within the classroom, and across its communal and social areas to meet their needs.

The academy site spans two buildings of two and three storeys respectively. All floors can be accessed via lifts and each stairwell has an 'Evac chair' installed if the lifts are out of use, and children/ young people need to exit buildings without warning such as the activation of the Fire Alarm. All children/ young people who require additional support in leaving the buildings have a personal evacuation plan in place.

There are 6 accessible toilets across the two buildings- this includes an accessible hygiene suite with showering facilities. Additionally, there is a specialist medical suite where children/ young people can receive physiotherapy and occupational therapy on site.

How the academy strives to include children/ young people with SEND in wider academy life

Children/ young people with an identified SEND will be involved and consulted through their contribution to their SEND Support Plans and One Page Profiles. These documents are shared with all relevant stakeholders and updated at agreed intervals.

The academy also conducts SEND Student 1-1 and SEND Student Voice 'interviews' with children/ young people in receipt of SEND support or who may present with an emerging or suspected SEND.

All children/ young people – including those with an identified, emerging, or suspected SEND – are encouraged and supported to access enrichment activities. Additional support – for example supervision and transportation – will be deployed to accommodate and meet the needs of children/ young people as necessary.

How the academy strives to ensure that all staff are trained and supported to meet a wide range of children/ young people's needs (basic awareness of SEND, enhanced skills and specialist in-depth training for staff with additional responsibility for providing advice and supervision)

The academy liaises with a wide range of specialist external agencies and their associated practitioners to ensure that the needs of all children/ young people are met. This includes but is not exclusive to: Educational Psychology (EP), Early Help (EH), Behaviour Outreach Support Service (BOSS), Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy (SALT), Hearing Impairment (HI) and Visual Impairment (VI).

The academy SENDCo has strategic oversight of SEND within the academy and has completed the mandatory and nationally recognised postgraduate qualification in SEND Coordination (Pg NA SENDCo).

Teaching, support, and associate staff have access to pan-academy CPD and can request further training on specific SEND issues through the academy's SENDCo Surgery which informs pan-academy and bespoke training needs. Additionally, the academy works in partnership with a range of external, specialist agencies whenever possible and is committed to multi-agency working.

The academy uses documentation such as the 'common assessment framework' to identify where there is a need for external agencies to become involved in meeting the needs of a child/ young person.

All teachers are teachers of SEND and as such are expected to have a sound understanding of SEND in line with the DfE's teacher standards. The academy provides additional training on a variety of SEND-related issues for teachers. A dedicated SENDCo Surgery takes place on a weekly basis and offers advice, support, and training to any member of staff upon request. The SENDCo Surgery can also run focused CPD sessions for identified cohorts of staff requiring training and support in specific areas.

How the academy strives to prepare children/ young people who are due to enrol

To fully prepare children/ young people for their transition to Ash Hill Academy, they are invited to attend a Year 6 Open Evening along with their parents/ carers where they can experience first-hand what the Academy has to offer. Later in the academic year, prospective students are invited to take part in a range of transition activities. Those children/ young people identified as having an identified, emerging, or suspected SEND or who are otherwise vulnerable are invited to take part in additional visits to the academy.

The academy works closely with its feeder primary schools to discuss children/ young people with an identified, emerging or suspected SEND to secure appropriate and timely provision by the beginning of Key Stage 3.

The SENDCo will endeavour to attend progress meetings for all children/ young people in Key Stage 2 who present with an identified SEND which should provide an opportunity for parents/ carers to meet with and discuss their questions and concerns with the SENDCo at the prospective secondary academy.

How the academy prepares children/ young people to move on to Post-16 provision

In the area of Careers Education, Information and Guidance, SEND Support should consider what a child/ young person needs to take steps towards Post-16 provision- for example independent travel training. The academy can make referrals to the appropriate agencies for this to be actioned. Further, the academy liaises with Post-16 providers to ensure that the provider is equipped with the information needed to facilitate transition between settings.

How the academy deploys resources to meet the needs of children/ young people with SEND

The deployment of resources to meet the needs of children/ young people with SEND is determined through the assess, plan, do, review (APDR) process and will be decided and reviewed through the SEND Support Plan process.

Contacts for more information

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