

**Name of School: Ash Hill Academy**

**SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER  
FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

*The information set out below will be added to Doncaster LA's Local Offer site located under 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.*

*All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority with the introduction of the Graduated Approach for SEND for Doncaster.*

*Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.*

Brief description of the school  (age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)
<p>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, Dunsville, Stainforth, and Dunscroft.</p> <p>Ash Hill Academy has a capacity of 220 students per year group, with an overall capacity of 1100 students across Key Stage 3 and 4.</p>
How we identify if your child may need additional help and/or has special educational needs (SEND)
<p>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.</p>

## 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 we involve parents, carers and families in meeting the needs of their child and in whole school 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 we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

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 we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

A graduated approach to meeting special educational needs involves:

- Assessing to identify the child/young person's special educational needs.
- Planning to provide a child/young person with support, ensuring that parents are fully involved in this process.
- Ensuring that appropriate intervention and support is in place for the child/young person.

<ul style="list-style-type: none"> <li>Continually monitoring all pupils, alternative settings and school to decide on the most appropriate level of support for all children, including those with SEND.</li> <li>Identifying pupils with SEND through The Graduated Approach, which is a four-part cycle in which school will assess the child's need, plan support and intervention to meet the needs and ensure the pupil can make progress and put in place the intervention and support for an agreed period of time.</li> <li>Adopting a Graduated Approach with regards to identifying and meeting the needs of children with SEND, as recommended by the Code of Practice.</li> </ul>
How we will use the Graduated Approach for SEND in order to provide additional support if your child has communication or social 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 Autism and Social Communication Education and Training Service (ASCETS).
How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs
<p>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.</p> <p>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.</p>
How we will use the Graduated Approach for SEND in order to provide 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 we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND
<p>An accessible environment helps pupils with SEND participate in activities alongside their peers. The needs of pupils with SEND are met by working in partnership with pupils, parents/carers, the Local Authority, NHS and other external services.</p> <p>Our learning environment is inclusive to empower our pupils to participate fully.</p> <p>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,</p>

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 we promote developing independence

We seek to provide an environment that encourages personal development, confidence, and independence. Pupils are encouraged to take part in a wide range of social, educational, and recreational activities developing independence skills.

Independent learning is encouraged through: -

- Clear consistent daily routines
- Use of classroom visuals (act as reminders)
- Clear success criteria.
- Examples of high-level work available, modelling.
- Encouraging real dialogue by using high level questioning, developing curiosity and oracy skills.
- Encouraging pupils to evaluate, celebrate and share their ways of working.
- Encouraging pupils to lead the learning.

Developing skills in communication.

Accessing the school community through a rich and diverse enrichment programme.

#### How we measure and review your child's progress against their targets and longer term outcomes

If a pupil has SEN, it is important for us to carry out formal assessments to identify their strengths and identify their needs accurately. We carefully assess pupils to identify their strengths and areas of need using a range of assessments. These assessments may be carried out by staff within the academy or other professionals with your agreement. When a pupil enrolls at Ash Hill Academy, their current attainment is assessed which is referred to as their baseline. Some of the assessment methods are:

- Speech Therapy Assessments – through a referral to Speech and Languages team (SALT)

- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments.
- Ongoing school assessment including:
  - Reading, writing, maths assessments.
  - Phonic and spelling assessments.
  - Social and emotional assessments.
- GL Dyslexia screener
- GL Assessments
- Sensory assessments

These assessments may then be retaken after a period of intervention through the APDR process to measure progress made.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND, and supporting you as their family

### **Universal support**

Initially, the pupil will be observed and monitored in class using formative assessment and quality first teaching throughout lessons which will allow the teacher to determine the level of support needed. The use of visuals, manipulatives or auditory resources can also be used at this stage to cater for pupil's different learning styles as well as adaptations to tasks. Additional to academic support, we provide SEMH support with regular check-ins with pupil's, additional social skills lessons, support through our Zone and extra-curricular activities.

### **SEN Support Wave 1**

If alternative strategies are not proving to be successful, staff will communicate with the SENDCo to discuss additional provisions/ interventions that can be carried out to cater to the need of the pupil. This can be in the form of a pre/post teach, tailored programmes for individuals or small groups and differentiated learning tasks to support, extend or challenge further.

With regards to SEMH support, this is where more personalised provisions are put in place where small group interventions may be appropriate which address areas of need, whether it be for social, emotional, mental health, social interaction or behavioural support.

### **SEN Support Wave 2**

This part of the graduated approach is where a SEN support plan (SSP) would be written by the teacher in collaboration with pupil and parents/carers, to record any provisions that are 'additional to and different from' the teaching that is being delivered. Assess, Plan, Do and Review (APDR) of provision and impact will formally commence with meetings arranged termly.

For SEMH, we understand that children may require more of a tailored response therefore we have Mental Health First Aiders throughout the school, who deliver bespoke interventions.

### **SEN Support Wave 3- Specialised support**

Specialised support is where external agencies are required to become involved with their specialised knowledge to support a pupil. This specialised support is available through many local services such as:

- EPS - Educational Psychology Service
- ASCETS – Autism and Social Communication Education and Training Service
- BOSS – Behaviour Outreach Support Service
- The Special Educational Needs Team
- SpED – including VI and HI specialist teachers.
- Inclusion Panel
- Attendance & Pupil Welfare Service
- Speech and Language Therapy (SaLT)
- Occupational Therapy
- Physiotherapy
- School Nursing
- EMTAS
- CAMHS
- With Me in Mind
- Outreach support from Specialist Settings
- PAFSS – Parent and Families
- Early Help and Stronger Families

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

The range of support deployed is tailored to individual needs following assessment and target setting by pupils, parents/carers, teachers, SENDCo and external agencies. Advice will be discussed with the Headteacher/Principal, and deployment will be agreed upon, monitored, assessed, and evaluated for impact.

It may be decided, following the graduated approach, that a very small number of the pupils on the SEN register may need to apply for a multi-disciplinary assessment of needs in order to access additional high needs funding:

- High Needs Funding at SEN support enhanced level requests can be made within A banding for funding support for our pupils where a top up is required. Where the school can evidence that more than the average weighted pupil unit has, or will need to be, spent on their provision within one financial year, in order to meet their special educational needs as part of the graduated response.
- Education Health Care Plan requests can be made within A, B and C banding for funding support for our pupils where a top up is required. Where the school can evidence that more than the average weighted pupil unit has, or will need to be, spent on their provision within one financial year, in order to meet their special educational needs.

Provision mapping is continuously updated and monitored by the SENDCo to ensure the intervention offer reflects the needs of the SEND pupils.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

*(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)*

Our SEND and Inclusion team is made up of skilled staff who support the delivery of interventions and targeted work.

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). Our Special Educational Needs Co-ordinator (SENDCo) is also supported by the Trust SEND & Inclusion Directors and regularly attends Delta local area network meetings and local conferences. Teaching, support, and associate staff have access to 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. 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.

Additionally, the academy works in partnership with a range of external, specialist agencies whenever possible and is committed to multi-agency working. 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).

#### How we include children with SEND in the life of our school

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.

#### How we prepare children and young people with SEND to join our school

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 we prepare children and young people with SEND to move on from our school
<p>If your child is moving to another school/academy: We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be in place for your child. Where possible, a discussion will take place with the SENDCo from the new school.</p> <ul style="list-style-type: none"><li>• We will ensure that all records about your child are passed on as soon as possible.</li><li>• Additional transitional visits may also be arranged where appropriate.</li><li>• Parents/carers will have the opportunity to meet the receiving school's inclusion team.</li></ul> <p>In Year 11: Students moving into Years 10 and 11 receive support and guidance with Options from the Learning Manager and the Careers Advisor. Students moving onto KS5 have preparation meetings with the Careers Advisor and visits organised with parents/carers to a local college or a meeting with the Head of Sixth Form and the Sixth Form Team.</p>
Contacts for more information
<p>SENCo: Mrs Tomlinson Principal: Mr. M. Hicks Chair of academy's advisory board (AAB): Mrs. C. Cartwright Academy address: Ash Hill Academy, Ash Hill Road, Hatfield, Doncaster, DN7 6JH Telephone: 01302 562541 Email: <a href="mailto:info@ashhillacademy.org.uk">info@ashhillacademy.org.uk</a> Website: <a href="https://www.ashhillacademy.org">https://www.ashhillacademy.org</a> This document was developed by the academy's Special Educational Needs and Disabilities Coordinator (SENDCo) Mrs Tomlinson Updated September 2023 Date of review September 2024</p>

*Please note:*

*Schools should ensure that the information is easily accessible by young people and families and is set out in clear, straightforward language.*

Please return this document to Families Information Service, by email to:

[FIS@doncaster.gov.uk](mailto:FIS@doncaster.gov.uk)

If you have any queries, please contact Louisa Townsend at  
[louisa.townsend@doncaster.gov.uk](mailto:louisa.townsend@doncaster.gov.uk) or Family Information Service on 0800 138 4568.

Thank you.