



Ashgate Specialist Support Primary School  
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## **POLICY STATEMENT: 21**

# **Special Educational Needs and Disabilities. (SEND)**

Date policy written	April 2015
SLT Consultation	April 2015
Staff consultation	April 2015
Ratified by Governors	May 2015
Implemented	May 2015
Review date	May 2018



## **Introduction**

Ashgate Specialist Support Primary School is a specialist support school with 94 places for pupils who have a wide range of learning difficulties and / or disabilities. It is a primary school for pupils aged between 3 – 11 years. The needs of the children include Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Autism and Social, Emotional and Mental Health.

The school has pupils in the Early Years Foundation Stage, (3 – 5 years), Key stage 1, (5 – 7 years) and Key stage 2, (7 – 11 years). The school is organised into 14 classes. Pupils are grouped in specialist classes in order to meet their particular needs. Teachers create an appropriate, specialist environment with an emphasis on communication. They assess every child and deliver teaching in order to optimise learning opportunities and ensure all children make the best possible progress that they can. Each class is led by a class teacher and is supported by a team of teaching assistants

As a specialist support school the school also has an Outreach role to support mainstream schools in the South of Manchester.

## **Ashgate School is committed to:**

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum which:
- meets statutory requirements;
  - reflects the cultural diversity of society;
  - meets the needs of all pupils;
  - develops skills for independence and a pathway for an active role in society
- maintaining close contact with the home: making parents welcome in the school and to enable them to play a full part in the education of their children.

## **Aims of the SEND policy**

- that practice reflects our school ethos;
- that pupils receive the provision set out in their Statement of Educational Need or Education and Health Care Plan
- to identify the changing needs of pupils;
- respond to these changing needs so that pupils can further develop their potential as individuals.

## **Objectives**

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils needs;
- providing staff with regular professional development opportunities to expand their SEN Pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically;
- acting promptly on decisions made.

Special Educational Needs are the responsibility of all members of staff at Ashgate School. It is the responsibility of the Head Teacher, in liaison with the Governing Body, Senior Leadership Team, Teachers and other professionals, to lead the policy and practice of the day to day provision of Education. It is the responsibility of the teachers to co-ordinate the work and individual educational and behaviour programmes for the pupils they teach.

### **The Governing Body**

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils special educational needs. The day to day managing of this responsibility is delegated to the Head Teacher.

### **Admission**

The majority of pupils who are admitted to Ashgate Specialist Support Primary School already have a statement of Special Educational Needs or Education and Health Care Plan.

Admissions are decided by the Local Authority (LA) Statutory Assessment Team in consultation with the Head Teacher. Parents / carers are asked to visit the school before admission to ensure parental choice forms part of the decision regarding Placement.

The school also caters for pupils who require a specialist assessment of their learning difficulties and/or disabilities. Assessment places are agreed by the LA assessment panel which is led by the casework service and includes representation by special school head teachers, educational psychology service, pre-school special needs service and a paediatrician.

### **Curriculum**

The school curriculum is designed to follow the Early Years Foundation Stage / National Curriculum with adaptations to meet the unique and individual needs of each pupil. Each pupil is taught according to his or her age, ability and special educational needs. All pupils receive a broad and balanced curriculum. The Curriculum is divided into a Sensory Curriculum, a differentiated and personalised curriculum and National Curriculum as appropriate for the developmental stage and cognitive ability of children. The differentiated and personalised curriculum is divided into the following areas:

1. Cognition and numeracy, (including Computing);
2. Understanding of the World;
3. Creative and Expressive Arts;
4. Physical Activity;
5. Personal, Social and Health Education (PSHE) and Life Skills;
6. Communication and Literacy.

Individual Education Plans and teaching activities are supported by advice and input from Speech and Language Therapists, Visual Impairment Team teachers, Occupational Therapists and Physiotherapists when applicable. Children working at the earliest level of development learn by following a multi-sensory based curriculum. Some children experiencing Autistic Spectrum Disorders use elements of TEACCH to help them access the curriculum. Supporting children in developing their communication skills is at the core of all teaching; we use the ELKLAN approach, Signing, Picture Exchange Communication System (PECS) and electronic devices as appropriate. In addition, the children in school learn from their participation in educational visits and use of community facilities. Children with medical needs are supported by the school nurse.

### **Planning, Assessment, Recording and Reporting**

Planning – Medium and short term planning is completed by the class teachers. Teachers plan according to the needs, ability and interests of their class and differentiate the planned activities for individuals.

Individual Education Plans (IEP's) are planned for each pupil and progress monitored throughout the year and formally each term. Copies are sent to parents and targets are discussed at Annual Reviews and Parents Evening.

Assessment – 'Formative' assessment is carried out by classroom staff throughout the year in the form of lesson evaluations and ongoing assessment of pupil progress in relation to all areas of the curriculum. A 'summative' assessment is carried out in the summer term using the Foundation Stage Profile / PIVATS in order to assess pupil achievement. For pupils in key stage 1 and 2, the PIVATS give an indication of the P Level that each child is working within for Maths, English, Science, PSHE and ICT. Pupils achieving P8 will be assessed against National Curriculum levels. Wherever possible, pupils at the end of Key Stage 1 and 2 will access the SATS. When pupils are not able to access SATS, their achievements are assessed through teacher assessment. Where appropriate, pupils are involved in self-assessment through pupil friendly IEP targets. Summative assessments are imported into the Comparison and Analysis of Special Pupil Attainment (CASPA) tool. CASPA is used to set challenging targets for each child for the next stage of their education.

#### Recording

Class teachers record formative assessment of pupil progress in teacher assessment records held in class. Formative assessments are used by teachers to inform lesson planning and end of year reports. Classes make records of pupil's progress on IEP targets throughout the IEP cycle. Teachers evaluate and record pupil achievements on IEP targets. The annual review provides an opportunity to record pupil progress and ensure that the targets in the pupil's statement are still relevant.

Summative assessment data is collated using CASPA. Pupil achievement in all areas is recorded through an annual report at the end of each year. All children have a 'My School life at Ashgate' file in which a variety of achievements is recorded.

#### Reporting

The school reports pupil progress and achievement to the LA through annual review minutes, Target setting and LA monitoring; parents / carers through IEPs, annual reviews, annual reports, and the governors through head teacher reports, sharing LA monitoring reports.

### **The Annual Review procedure**

A date is set at the beginning of the school year for the Annual Reviews to be held. The LA is informed of this Annual Review Schedule with an open invitation to attend all review meetings. All professionals and support services working with the child and family are invited to the review. The Annual Review for the Education and Health Care Plan (EHCP) is person centred and the Child and Parent/Carer view is at the forefront of discussions and decisions. A one page profile is created for each child. Progress is discussed and future outcomes are recorded with actions and appropriate people identified. This information is sent to the LA statutory assessment team and the EHCP updated accordingly.

### **Resources**

The Head Teacher with the agreement of the Governing Body allocates money from the budget to each curriculum area and additionally to other important aspects of school, for example, specialist equipment, playgrounds, parental involvement and enrichment. Area leaders take responsibility for ensuring curriculum resources are purchased to meet the needs of children throughout the school in consultation with class teams. Specialist equipment may be purchased to support individuals or groups of children in accordance with advice from physiotherapist or occupational therapists et

### **Pupil premium**

The school is awarded pupil premium funding for eligible pupils (on Free School Meals (FSM) and who are Looked After Children (LAC)), over and above the school budget. Careful consideration is given to allocation of the funding in line with DFE and Ofsted guidance to ensure it is used in a meaningful and appropriate way which impacts on the outcomes for this group of pupils. Currently we use our pupil premium to buy in additional speech and language therapy, occupational therapy and drama and art therapy.

## **Accessibility**

The school endeavours to provide accessibility in terms of:

**Buildings** – The current site was refurbished in 2013 in line with current regulations and is compliant with Disability Discrimination Act 1995 (DDA) and Equality Act 2010. The building is adapted and equipped to ensure accessibility for all with the provision of e.g. ramps and specialist moving and handling equipment such as hoists and disabled toilets.

**Curriculum** – e.g. access to a variety of teaching and learning styles, teachers experienced in teaching children with SEN and specialist learning environments.

**Information** – e.g. communicating with parents in a variety of forms e.g. telephone calls, signing (for hearing-impaired), newsletters, home – school diaries, school web site and meetings.

## **Equal Opportunity and Race Equality**

The school ensures that all children are given equal access to all areas of curriculum and school life regardless of their race, gender, religion or disability. IEP's, teacher's planning and assessment, pupil progress and achievement are all monitored to ensure equality of access and that achievement for all pupils is in line with their anticipated rate of progress.

## **Working with Parents / carers**

In accordance with the ethos of the Education and Health Care plan, (EHCP), we value parental view and work in partnership with parents regarding the education of their children. Parents and carers are represented on the Governing Body by our Parent governors and we have an active Parents group who are supported by two Parent Support Advisors.

The group meet weekly to support each other and also the development of projects within school which will benefit the whole school. They very successfully organise and run fund raising events and attend in-school training, e.g. sign-supported English training for parents. We invite parents to be involved in school events and in classroom life, many classes have parents in for breakfast or for particular lessons or trips.

We meet formally with parents at Annual Reviews and Parents Evening and when requested by parents. These are opportunities to discuss the child and celebrate progress and identify next steps. We support parents to continue work or therapeutic approaches at home where appropriate, e.g. using exercises or specialist equipment in accordance with advice from the Occupational Therapist (OT) or Physiotherapist. Parent / carer views are sought and recorded at Annual Reviews.

## **Staff Training**

Staff receive training as appropriate to their role within school; this includes: safeguarding, safer recruitment, First Aid, resuscitation, pool evacuation, epilepsy awareness, moving and handling, de-escalation strategies and safe physical intervention, sensory, visual and hearing impairment and feeding and swallowing.

Staff support other professionals by delivering programmes for children in OT, Physiotherapy and Speech and Language Therapy (SALT) after being trained by the specialist. Whole school training is linked to whole school improvement priorities. Individuals may attend additional training as appropriate to meet the needs of the children in their class or to effectively support the school in their area of responsibility.

## **Multi-agency Teams.**

We have a school nurse and a consultant paediatrician assigned to the school. The nurse is on site and offers regular clinics through the year with the paediatrician. The orthoptist, audiologist and dentist arrange to see children at school.

School staff liaise closely with the Speech and Language Therapists, Physiotherapists, OTs and the School nurse to set appropriate learning goals and plan teaching programmes for the children. Some children attend therapy sessions in school; others follow programmes which are recommended by therapists to follow in class.

In addition to school based therapists, a number of visiting professionals come into school to support with a child's holistic assessment and programmes of learning. These include educational

psychologists, clinical psychologists, paediatricians, orthoptists and teachers from the services for the visually or Hearing Impaired. Classroom staff respond to advice given by all visiting professionals when planning teaching programmes.

Multi agency staff are invited to attend children's annual reviews wherever possible in order to share information and take part in ongoing assessment and planning for future learning.

### **Outreach and Inclusion**

Ashgate Specialist Support Primary School offers support and guidance to colleagues in mainstream schools in South Manchester. This enables the mainstream schools to build their capacity so that they can effectively support children who have additional needs within a mainstream setting. The outreach team have an open evening where colleagues can visit Ashgate and access advice, resources and guidance from partner support services such as Health, CAMHS and One Education. Schools seeking advice in supporting individual children may submit a referral to the outreach team via the email address: [outreach@ashgate.manchester.sch.uk](mailto:outreach@ashgate.manchester.sch.uk)

### **Transition to other schools**

At Ashgate Specialist Support Primary School we understand the importance of careful planning for transition for children moving to or from Ashgate.

New parents are welcomed each summer with a coffee morning where information is provided on all aspects of school life. If they have not already done so, parents and carers are invited to tour the school. They have the opportunity to meet their child's class teacher and where necessary discuss and plan a transition programme that is bespoke to their child's individual needs. Teachers visit the children in their current setting and / or at home and plan the transition with colleagues and parents. We provide information and photographs and plan visits before the start date.

Transition to High School is discussed with parents and carers during the year five Annual Review where information is provided regarding the options available. We have close links with the Specialist High Schools in Manchester: Piper Hill, Grange School and Melland, and transition programmes are planned in advance for all pupils. The teachers from these schools come and visit our pupils and plan the appropriate amount of visits and additional support required for each pupil. If children go to a mainstream high school we meet with that school and plan an individual programme. During the Summer Term the children have opportunity to spend time experiencing their new school.

Where mainstream reintegration is appropriate, links are established with the primary school and the move planned in advance and achieved over a period of time. All professionals involved meet with parents/carers and plan and review progress during the programme of visits.

### **Facilities/ Resources for pupils at the school**

We have a number of additional facilities and resources for children to use to support their individual needs:

Hydro-therapy pool, Soft-play room, Sensory room, Group / cookery room, therapists' room, Rebound therapy and outdoor play and sensory areas. We have additional professionals in school working with children in a wide range of sport and dance activities, music, art and drama and art therapy. Year 6 pupils experience a residential visit to Ghyll Head, Manchester's outdoor centre in the Lake District. Ashgate is fully accessible to all pupils regardless of their disability.