

Ashgate Specialist Support School

Special Educational Needs and Disability Report.

SEN information Report

The intention of Manchester's local offer is to improve choice and transparency for families. All schools and academies in Manchester are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen.

1. What kinds of special educational needs does the school provide for?

Ashgate Specialist Support Primary School provides specialist support for learners who have identified needs that may be complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEND Code of Practice and may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition pupils may have sensory or physical difficulties. Some may have additional barriers to learning such as visual and hearing impairments. All pupils attending Ashgate will have an Education Health and Care Plan (EHCP). There may be agreement with the LA that a child is placed pending the outcome of an assessment for an EHC Plan.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Annual Reviews are held after the first 6 months of a Statement or Education and Health Care Plan being issued and annually thereafter. Parents / carers and all partners who are currently part of the team of professionals working with the child are invited to provide reports and to attend the meeting. The class teacher will review the Statement or Education and Health Care Plan and recommend any necessary changes in accordance with progress made or further support required due to any changes in circumstances.

Parents / carers are asked to complete a parent views form; this provides the opportunity to present their views on progress, request agenda items for discussion and provide feedback. The annual review process is Child Centred and puts the views of the child and parents/carers at the centre of all conversations and decisions.

We celebrate progress and achievements made by the child during the year, sharing experiences with the family and where appropriate the child may join the meeting. IEP targets are reviewed and new targets shared. The outcomes for the Statement or Education and Health Care Plan are amended to ensure needs are appropriately met for the following year.

The statement or Education and Health Care Plan is sent to the Statutory Assessment office for updating and any actions are recorded and communicated to relevant parties.

The annual review dates and times are set at the beginning of the year and communicated to parents / carers; we accommodate changes where dates are not

suitable. Year 5 pupil reviews take place in the spring term so that we can ensure Statement or Education and Health Care Plans are accurate and up to date to be sent to High Schools for consultation. This review will include a focus on High School provision and is an opportunity for parents and carers to gain sufficient information to make choices and understand procedures in readiness for year 6.

Year 6 Annual reviews take place in the Summer term of year 6. It provides an opportunity for parents and carers of pupils who come to Specialist Education in Year 6 to ensure plans for High School are in place.

This process facilitates positive transition procedures and experiences for children and their families.

3. How will both you and I know how my child/young person is doing?

At Ashgate School communication with parents and carers is extremely important to us. We offer an open door policy and encourage parents to contact us on an ongoing basis either by telephone, email or through a face to face meeting. Members of staff from class are available to talk outside of teaching hours or an appointment can be made for a mutually convenient time.

- Each child has a Home School Diary so that school staff and parents can share information, pass on messages and update each other.
- A termly newsletter is sent home to parents, celebrating activities that the children have taken part. It is also an opportunity for us to provide important information, send reminders and look forward to future events.
- Annual review meetings where parents and carers have the opportunity to have an in depth summary of their child's progress from a range of professionals and to be an integral part of planning for their next steps and outcomes. The Annual Review Report is sent home prior to the meeting, at which parents and staff can discuss any changes which they feel need making to the child's Statement.
- School reports are sent home to parents in July of the Summer Term, detailing the children's learning and WOW moments which have taken place over the year.
- The children's progress and achievements are celebrated at the Summer Term Parents' Evening, which is an opportunity to speak to the class teacher and look at their child's My School Life at Ashgate File, as well as meeting their child's next class teacher.
- School has a useful website which provides access to a range of school information including class newsletters. Here parents can find out about what their child will be learning about that term and find out about any up and coming trips or different activities.
- Parents are invited to share in the special occasions of their children, including the Christmas Concert, Year 6 Leavers' Assembly, Cheerleading competition, End of Year and Friday Achievement Assemblies.
- Group call texts are sent to parents as a reminder and another way of quickly sharing information.

4. How will the curriculum be matched to my child/young person's needs?

At Ashgate we provide a differentiated National Curriculum that is matched to the child's starting point and planned to challenge them to reach their next steps. Skills and knowledge are taught through a variety of activities that are purposeful and enjoyable

and ensure a breadth of topics is covered over the years.

- Each child at Ashgate has an Individual Education Plan (IEP). The IEP is used to identify the individual 'barriers to learning' and communicates strategies which support the child and enable them to develop key skills. IEP targets and strategies are practised daily and the child's progress is closely monitored. IEPs are discussed with parents/carers and other relevant professionals at the Annual Review meeting. We support parents with developing strategies which they may find useful at home to ensure the children receive a consistent approach and learn to generalise their skills and knowledge in different settings.
- A high staff to pupil ratio of qualified staff who are experienced in teaching children with SEN. Typically each class has between 6 to 10 pupils and a Teacher and two or more Teaching Assistants. All staff continue with their professional development and are trained in appropriate and effective teaching strategies in line with professional standards. We ensure that all staff renew training in accordance with statutory guidance.
- At Ashgate we have a Total Communication Approach which is evident throughout the school. Communication is supported according to the child's needs; this may include Picture Exchange Communication System (PECS), signing, on-body signing, visual aids and electronic communication aids. We have two Speech and Language Therapists (SALT) who assess children's needs and devise appropriate SALT programmes for staff to implement.
- Each child is provided with an appropriate environment created to suit the style of learning and which encourages and supports children to access learning whether through stimulation and sensory input or low distraction to enable concentration and security of routine.
- Children have access to extra-curricular activities. In school we have a Hydrotherapy Pool, Soft play room, Sensory rooms, Nurture room, Group / cookery room, Rebound therapy, on site outdoor learning experiences including Forest School approach, sensory gardens and therapeutic gardening.
- The children visit many venues outside of school to enable learning in different environments and provide an opportunity for them to generalise their skills and knowledge in other settings and develop social skills: donkeys, swimming, bikes, a residential visit to Ghyll Head Outdoor Centre in the Lake District for year 6 pupils, local library, café, shops, sensory and soft play centres, museums and galleries. Visiting therapists and coaches provide a variety of activities in school: sports coaches, Boccia, curling, cheerleading and art and drama therapy.
- Partner working. We liaise closely with our partners in Health and Children's services to deliver a team around the child approach. We work with a wide range of professionals including: physiotherapists, speech and language therapists, occupational therapists, psychiatrists and psychologists, social workers, nurses, paediatricians, orthoptists, dentists, statutory assessment officers, respite care providers, short breaks and parent partnership.

5. How will school staff support my child/young person?

Every child is supported through a high staff to pupil ratio of qualified staff who are experienced in teaching children with SEN. Typically each class has between 6 to 10 pupils and a Teacher and two or more Teaching Assistants. All staff are supported with professional development opportunities highlighted through the appraisal process and are trained in appropriate and effective teaching strategies in line with professional standards.

Ashgate Board of Governors play a key role in ensuring that the school is organised and run effectively in order for all children to have their needs met and to receive the best education that they possibly can. They are involved in all areas of the running and management of the school eg; the budget, staffing, the curriculum, the building, assessment and pupil progress. They offer challenge and accountability to the senior leadership team in order to ensure that they are continually providing the best possible service for the children and their families.

6. What specialist services and expertise are available at or accessed by the school?

Members of staff and parents work together closely to develop our school and ensure that the children are happy, healthy and achieving. As a result of the wide variety of needs within the school Ashgate works very closely with a range of other professionals.

- We have a Specialist School Nurse on site who works closely with our children, staff and parents to ensure that their medical needs are met and that families receive the support they need. Our paediatrician holds weekly clinics at school for parents and carers to discuss their child's health needs.
- Two Speech and Language Therapists are based at school for one day a week. They work with our children, write programmes and suggest strategies and share ideas with class staff. The Therapists are available to talk to parents on request about their child's progress and offer advice for strategies which can be used at home.
- School works closely with the physiotherapists who support with appropriate equipment, hydrotherapy sessions and moving and handling programmes.
- School works closely with Sensory Services to ensure that our children with visual and hearing impairments receive the support that they need. This is through 1:1 with children and training for our own school staff.
- We employ two part time Parent Support Advisors who support parents and carers with accessing specific help. They support applications for short breaks and DLA; signpost parents & carers to other services; provide social opportunities for our parents & carers to meet and support each other; organise fundraising events; organise workshops on specific topics eg; dental health, signing, healthy eating, eSafety; run the Riding the Rapids parenting course in collaboration with CAMHS.
- Pupil Premium money has been used in part to fund an Art Therapist, who works with children in school for three days a week.
- Pupil Premium has been used to employ an Occupational Therapist for a day a week, focussing on the children's sensory needs and how they can be supported through an OT programme in order to optimise their access to learning
- We have two days a term of Educational Psychology input. We use this service to either work with individual children or to reassess them due to a change in need or during Year 6 transition. She also provides training and support for staff within school.
- A specialist orthoptist visits the school very regularly to check the vision of our pupils so that they do not have to attend appointments in unfamiliar settings,

which some of our children find difficult.

- We work closely with Social Workers from the Children with Disabilities Team to ensure that families receive support to meet the needs of their children. We also work with the Early Help practitioners to signpost parents to further help that they may need.
- We work closely with other special schools to share good practice, resources, responses to local authority initiatives and planning for transitions to high school. Members of staff from high schools are invited to Year 6 annual reviews to plan for individual transitions with opportunities to identify specific support that children will need.
- We work closely with our Quality Assurance advisor to ensure that we have an independent overview of how the school is running and to challenge us to constantly review and improve our practice. He visits regularly to observe lessons; scrutinise policies and procedures and to review the implementation of suggestions that he has made in previous visits.
- We have weekly sessions from specialist coaches from Manchester City and Manchester United who provide sports coaching and competition opportunities for our children.

7. What training have the staff supporting children/young people with SEND had?

All staff have clear job descriptions which detail the required qualifications for each post in school.

Training (including our 5 INSET days) is specifically related to the needs of children in our school and also as required by statutory guidance. Where a child has a specific need, relevant training is provided for the class team.

8. How are parents and young people themselves involved in the school?

At Ashgate we are committed to developing a successful home-school relationship. We aim to provide a welcoming environment where parents feel comfortable to work in partnership with staff. As a school, we believe that by working together with parents we can achieve the maximum attainment, progress and standards of care for all pupils. We value the home as the child's first learning environment and use the knowledge parents have of their child to help us assess and devise joint programmes of work.

- We aim to make the school as welcoming as possible to parents and pupils. Displays show pupil achievement and work. A notice board in the foyer provides information on events and news.
- A Parent's Group meets weekly, organised by our Parent Support Advisor. Tea and coffee are available and parents and carers have the opportunity to talk and support each other. On arrival at school, parents and visitors are welcomed by our friendly Administrative team. We consider it a priority that parents feel welcome and at ease in school as their visits may be infrequent if their child comes to school on transport.
- We have an active charity fundraising group, Parents, Teachers, Friends of Ashgate (PTFA) The PTFA organise fundraising and social events. For example, fashion shows, fun runs, cake sales, social fundraising nights and fairs. These provide an opportunity not just for fundraising but for parents to meet other parents in a relaxed setting. Parents are invited to take part in functions or become actively involved in fundraising activities. 2 elected parent representatives are on the Governing Body and parents receive clear information regarding this.
- We have a very active closed Facebook for parents/carers and Ashgate staff.

This enables families to share ideas; ask for help/advice and share the achievements of their children. This has been extremely helpful and supportive for our families.

- We work to ensure that our children have a voice in school and are able to express their views and opinions. This is done within each class in a way that is appropriate for the group of children in a variety of situations eg; lunch/snack time menu choices; expressing preference in activities/stories; evaluating their own achievements and responses to lessons/activities. We also have a school council with a representative elected from each class. They have made decisions about the name of our forest area, a school song and a school book for World Book Day. The appropriate resources are provided in council meetings to ensure that all children can communicate their views and opinions.

9. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Successful transition to Ashgate from another environment, between classes or from Ashgate to another school is very important. It ensures that:

- The child is familiar with their new teacher and environment and will therefore be less anxious and ready to learn at an earlier point
- The parent is familiar with his/her child's new environment and has met the staff who will be teaching his/her child. This will ensure that parents/carers feel confident about leaving their child at school, are able to work in partnership with staff and have an understanding of what to expect.
- The teaching team have up to date information and are familiar with the child. The staff can then have systems in place (e.g. TEACCH, photographs, social stories, toys/comforters) and are aware of the child's strengths and needs.

Each child's transition to Ashgate is personalised to their own needs. For example; some children will benefit from regular visits to Ashgate in the summer term or from visits from our staff to their home or current setting. We take advice from parents/carers and other professionals who work with the child to ensure that the transition is as successful as it can be for all children.

Transition to high school can seem daunting for both our pupils and their families. At Ashgate, we work closely with our link secondary schools to share information and plan individualised transitions for our pupils. Parents' views play an important part of the transition process and by working together, we aim for the children to confidently and successfully move on with the next stage of their education.

The process of transitioning to high school starts at the Year 5 Annual Review, with parents / carers meeting with a member of staff from the potential secondary school. Parents are given the opportunity to visit secondary schools, before making the choice about where they would like their child to attend.

PSHE sessions prepare the children for change and we encourage the children to develop their independence skills where possible, as well as taking on appropriate classroom responsibilities.

Individualised transition programmes are planned by our Year 6 Transition Co-ordinator, the Secondary School, parents, class teachers, and the pupils. Visits to the secondary school are supported by members of Ashgate staff as well as any specialist resources, visual timetables, rewards charts and social stories.

10. What other support is available?

Find out more about the Manchester local offer of support which is available for disabled children and young people and those who have SEN on

<https://hsm.manchester.gov.uk/kb5/manchester/directory/results.page?directorychannel=1-7>

or by contacting the Family Information Service:

[Information Advice and Support \(Formerly Parent Partnership\) Parent Confidential Helpline: 0161 209 8356 \(Monday to Friday 10am-3pm\)](#) IAS Manchester offers independent information, advice and support to parents and carers to increase their involvement in the education of their children with Special Educational Needs and Disabilities