

Special Educational Needs and Disability Policy (Including ARC)

Updated December 2018



Special Educational Needs and Disability (SEND) Policy

This policy has been drawn up in accordance with Schedule 1 of the:

Education (Special Educational Needs) (Information) Regulation 1999

Introduction

At Ashcroft Technology Academy, we accept students with a wide variety of Special Educational Needs and Disability (SEND). We aim to provide a fully inclusive environment for students who need adaptations or additional support for their learning needs and to maximise their educational and personal success. Students with SEND benefit from a stimulating and challenging environment and a technologically rich academy. The Academy hopes to create 'SEND friendly' classrooms, where teachers have a thorough knowledge of SEND issues and the expertise to differentiate their teaching to meet individual students' needs.

The SEND department has a vision that all SEN students can make excellent progress in line with their peers and that this can be reflected in value added data, such as progress 8 scores (The performance of the Academy's SEN students was very strong in 2018. Students who secure a place at the Academy with an Education, Health and Care plan (EHCP) make excellent progress: +0.48 compared to -1.07) across the Borough of Wandsworth). The SEND Department would like to ensure that SEND students are happy, that they enjoy learning and that they are able to participate fully in all learning and extra-curricular activities.

Aims of Special Educational Needs Department (SEND) at Ashcroft Technology Academy

The SEND Department aims to identify and make appropriate provision for SEND students in order that they have full access to the National Curriculum. It aims to provide formal and informal support for students who find learning more difficult than their peer group.

The Academy supports the principles of the revised **SEND Code of Practice 2014**, the Children's and Families' Act 2014, the **SEN Code of Practice 2001**, the **SEN and Disability Act (2001)**, the **Disability Discrimination Act (2007)** and the **Equality Act (2010)** in ensuring that:

- a child with special educational needs has his/her needs met in the Academy
- the views of the child are sought and taken into account
- parents have a vital role in supporting their child's education
- children with SEND are offered full access to a broad, balanced and relevant education, as recommended by the DfE
- it adheres to the requirements of the Education Act 1996 and the Disability Discrimination Act, both promoting inclusion.

Students with SEND include those who have an **Education Health and Care Plan (EHCP)** and those on **SEND Support**. Students with SEND requirements fall into one or more of the following categories:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and sensory

(SEND Code of Practice, 2014)

Objectives of the Learning Support Department are:

1. That students with SEND are identified as early as possible and that their needs are met;
2. That procedures are in place whereby teachers are aware of such students;
3. That appropriate resources are available and used in the Academy;
4. That students with SEND are integrated as fully as possible into the life of the Academy;
5. That full use is made of supporting agencies outside of the Academy;
6. That students are happy in Academy life

Admissions

- Students with SEND follow the same admissions criteria as all other students applying for places at Ashcroft Technology Academy. Students with an Education Health and Care Plan (EHCP) are not required to sit the local authority admissions test.
- The SEND Department provides support to students in Year 6 entry tests, providing readers/scribes and a small environment where necessary. This criterion takes into account the *Code of Practice on School Admissions*, made under s.84 of the School Standards and Framework Act 1998.
- Where a student meets the entry requirements of the Academy, the Principal consults with the SEND Coordinator, through the Deputy Principal with responsibility for SEND, to ensure that the specific needs of a student can be met within the Academy. Students are considered on an individual basis.
- Where a student arrives after the start of Year 7, this consultation takes place between the Head of Year and the SEND Coordinator. In the case of Post 16 students, this consultation includes the Assistant Principal – Head of Sixth Form.

Specialist Provision

- Ashcroft Technology Academy is adapted to provide a safe environment for students with varying additional needs. There are ramps for entry into the gym and all zones, including the stage in the auditorium.
- Some subject areas have adjustable working areas for students with disabilities, such as Design and Technology. There are *breezy chairs (height adjustable)* available in the Science Department, so that students in wheelchairs can access work stations in Science labs. Footstools of differing heights are also available.
- There is wheelchair access to all zones and buildings. Lifts serve all floors of each building to allow all students freedom of access. There are disabled toilet facilities in zones A, C, E, F and G and the Academy has access to hoists and standing frames to ensure safe transfer of students with disabilities. There are EVAC chairs in zones C, D and E to ensure safe evacuation of students in wheelchairs in the event of a fire or a different emergency.
- The Academy works with a wide variety of external agencies that provide specialist provision to students (see also **external agencies**).
- The SEND Coordinator is a teacher and assessor of specific learning difficulties (SpLD).

Identification, Assessment and Provision for Students with SEND

Students are usually identified as having Special Educational Needs in their primary school. However, some students are identified as having SEND whilst at the Academy

Identification of students with difficulties in Cognition and Learning

- The SEND Department works closely with the Deputy Principal responsible for data and with Heads of Year to identify students who may have SEND, but who have not been previously identified.
- Students are placed on the **SEND File** after discussion with parents and using the results of any literacy/cognitive assessments.
- All students are screened in literacy on entry to the Academy, using age appropriate reading tests and suitable spelling assessments. Key Stage 3 students who are below standard score 85 in their reading/spelling levels are placed on the Paired Reading Scheme or Units of Sound Spelling programme (see **SEN Interventions** below)
- At Key Stage 4, *Lucid Exact assessment screener* is used to assess students' literacy levels. The screener assesses students in *word recognition, reading comprehension, reading speed, writing speed and typing speed*. If a student's score is below standard score 85 in a cluster of areas, s/he may be identified as having learning difficulties and requiring some form of intervention.
- Students are screened for dyslexia using the *Lucid Rapid Dyslexia screener* or *Lucid Adult Dyslexia Screener (LADS) Plus Dyslexia Screener* tool. In addition, students may be screened for working memory and processing speed, using *Lucid Recall*
- The SEND Department uses a number of online and face to face tests to identify students with dyslexic tendencies. It does not carry out full diagnostic assessments of dyslexia.
- The Academy is a professional member of the British Dyslexia Association (BDA)

Identification of students with Social, Emotional and Mental Health Conditions

- The Academy is not able to test for conditions such as Attention Deficit Disorder (ADD) and Autistic Spectrum Condition (ASC), but the SEND Coordinator can make referrals to Child and Adolescent Mental Health Service (CAMHS) via the Early Health Intervention System (EHIT) and directly to CAMHS. The SENCO can write a letter to a GP when a referral cannot be made through the EHIT system.
- For other mental health and behavioural issues, assessments to identify difficulties may be made by the Wandsworth Council Schools and Community Psychology service (see also **Provision**).

Identification of students with speech and language difficulties

- Students may come to the Academy with a history of speech and language difficulties. However, if the Academy suspects speech and language difficulties, a referral to Wandsworth Speech and Language service is made via the EHIT system.

Identification of students with physical/sensory difficulties

- Students normally come to the Academy with a history of medical/sensory difficulties. However, if the Academy identifies physical/sensory difficulties, a referral can be made via the EHIT system or directly to a G.P.

Assessment of SEND students

- SEND students are tested termly, in line with Academy procedure, where all students take end of Unit Assessments. SEND students may have an allowance of 25% extra time, use of a word processor, reader or scribe.
- Students with an EHCP may take their assessments in the SEND Department, with a reader, scribe and up to 50% extra time.

Access Arrangements for exams

- For GCSE and A level exam, students with SEND are assessed for exam access arrangements using the *Lucid Exact* screening tool.
- Students who have not been previously identified as have SEND will need a cluster of scores below the standard score of 85 to qualify for extra time.
- Regulations regarding exam access arrangements change regularly and the Academy must follow the requirement specified in documentation published annually by the Joint Council for Qualifications (JCQ).
- Access arrangements are also made for students studying for International Baccalaureate exams and for those applying for medicine (UK Clinical Aptitude Test and Bio Medical Admissions Test).

Provision for SEND students

SEND profiles

- Students with SEND are recorded in the **SEND File**, which is presented at the beginning of each academic year and revised at regular intervals. SEND students are identified as **SEND Support or those with an EHCP**.
- Students on the **SEND File** have their needs summarised on a SEND Profile. These **SEND Profiles** are shared with teaching and associate staff. SEND Information is also available on SIMS, the Academy's information management database.

In class support

- The SEND Coordinator allocates one to one support to students depending on the needs and provision specified on a student's **EHCP**. The amount of support provided will be dependent on the amount of funding provided for the student by the local authority.
- Support normally takes place within the classroom setting, in a small group, or on a one to one basis. Support is reviewed regularly, with reference to interim reports.
- It is the aim of SEND staff to ensure that the full curriculum is covered, in collaboration with subject specialists.

- Students who do not have an EHCP do not qualify for one to one support, but they may benefit from SEND interventions.

SEND Interventions

The SEND Department runs a variety of interventions to support students who have SEND, but who do not have an EHCP. These include:

- Year 7 Transition workshop- Mondays 3.15-4.15pm: for students who need support with Year 6 transfer
- Units of Sound Spelling Programme: Year 7-9 8.30-8.55: for students who have been identified as needing support in spelling
- Paired and Rapid Reading Programme: Year 7/8 8.30-8.55: for students who have been identified as needing support in reading
- Homework Club 3.20-4.20pm: Year 7/8 Mondays and Tuesdays: for students who have been identified as needing support in Homework
- Key Stage 4 Homework Club: Mondays 3.20 – 4.20pm: for students identified as needing support with homework
- Key Stage 3 Homework/Handwriting Club: Wednesdays 1-2pm: for students needing support with Homework and Handwriting
- Key Stage 3 Girls' Group Thursday lunchtimes; for students needing support with social skills
- Key Stage 3 Boys' Club Mon and Thursdays 8.55 08.50: for students needing support with social skills
- Breakfast Club: Mon- Friday 8am to 8.30am for students who need support with nutrition and organisation, to ensure that they are prepared for the day
- Inclusive Sport- a variety of adapted sports activities, such as inclusive cricket, boccia and swimming for SEND students
- Well-being Workshop: for Year 11, 12 and 13 students who struggle with exam anxiety and stress.

Lunchtime and break time support

- Some students need support in unstructured times such as break and lunchtime.
- The SEND Department runs clubs and provides supervision at these times.
- Support may be provided in the playground to ensure inclusion and social interaction, in the restaurant or in the SEND Base.

Year 6 Transition

- The SEND Coordinator, SEND or an appropriate Teaching and Learning Assistant (TLA) attend Annual Reviews/TAC meetings of students with an EHCP in primary school.
- Students with SEND are invited for a pre-taster morning in the SEND Department and those with EHCPs are supported during the Academy Taster Morning in July.
- The SEND Coordinator is available at the Year 6 Information Evening in June and the Year 7 Welcome Evening in the Autumn Term.
- The SEND Coordinator and Head of Year 7 attend the Primary/Secondary Transfer day every year at the local authority's Professional Development Centre, so SEND students can benefit from supported transition

Annual Reviews/EHCP/TAC Meetings

EHCPs are reviewed annually with parents, SEND staff and other appropriate outside agencies. Parents, carers and external agencies may be invited into school for Team around the Child (TAC) meetings.

Arrangements for providing access for students with SEND to a broad and balanced curriculum and integrating them within the Academy as a whole (including trips)

- Ashcroft Technology Academy has a full inclusion policy and all students are supported in accessing the full range of subjects in The National Curriculum.
- All students, including those with SEND and 'honours' students, are placed in mixed ability tutor groups. All SEND students are encouraged to integrate fully into this system.
- In exceptional circumstances, for example, due to physical disability or severe learning difficulties, students may be exempted from a subject, in accordance with the Social Inclusion Policy 1999.
- Where disapplication from any subject is felt appropriate, it is carried out in accordance with the 1998 Education Act, in consultation with the Principal.
- Where trips are involved, appropriate provision is made to ensure all SEND students can attend and benefit from activities, unless to do so would be unsafe or dangerous for the child. Where appropriate, changes are made to the trip ensure the safety of SEND students.

Care, Guidance and Support (included mental health)

- The Academy purchases a package of support from Wandsworth Council Schools and Community Psychology service.
- This package includes access for students to work with an educational psychologist if they have been identified as needing support with social, emotional and mental health difficulties.
- The package also includes weekly visits from a Primary Mental Health Worker (PMHW), who works for CAMHS. Students may be referred to the PMHW for one to one weekly, fortnightly or group sessions.

Differentiation

- Teaching staff are encouraged to use the SEND File and SEND Profiles in their planning of lesson activities.
- Teaching staff liaise with the SEND Department for strategies to teach and support SEND students. They may also benefit from professional development sessions run by the SEND Department.

External Support

Ashcroft Technology Academy has links with many external agencies who provide specialist support and provision to SEND students. These include:

- Wandsworth Hearing Impaired Service,
- Wandsworth Visually Impaired Service,
- Wandsworth Parent Partnership
- Garratt Park ASD Advisory Service
- Child and Adolescent Mental Health Service (CAMHS)
- Wandsworth Social Services
- Wandsworth Community Police
- Wandsworth Contact-a-family
- Youth Offending Team,
- Wandsworth Young Carers
- Catch 22 counselling service
- Wandsworth Council Schools and Community Psychology Service
- Wandsworth Speech and Language Service
- Wandsworth Speech and Language Stammering Service
- St George's University Hospitals NHS Foundation Trust-Physiotherapy and Occupational Therapy Services
- CENMAC Assistive Technology in Education

Partnership with Parents

- The Academy values its close links with parents. All staff follow the Academy Customer Service Policy and aim to meet regularly with parents in accordance with the **SEND Code of Practice 2014**.
- SEND staff are available on Parents' Evenings, Academic Tracking Days and Information Evenings.
- The SEND department may communicate with parents by letter, email and telephone.

Arrangements for Professional Development

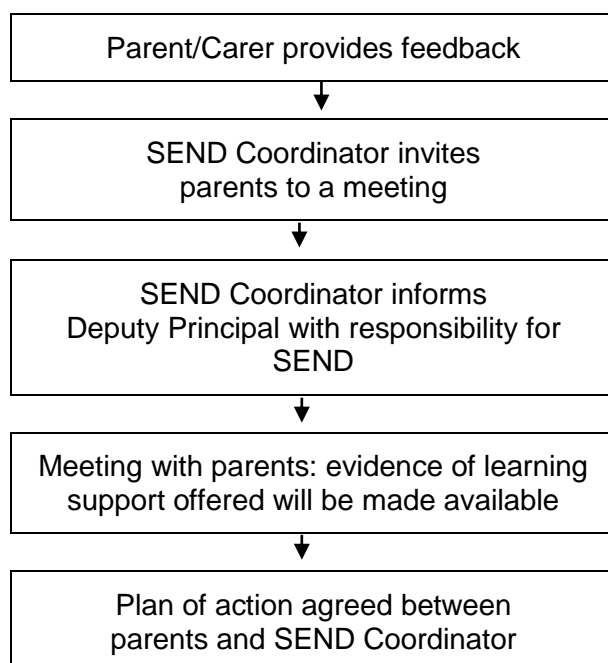
- The Academy is committed to provide SEND training to both teaching and associate staff. All staff, including SEND staff attend Professional Development days at the Academy. They are also encouraged to attend Breakfast PD sessions.

- The SEND team frequently attends SEND training provided by the Wandsworth Professional Centre. It frequently hosts external speakers on SEND subjects such as ASC, Speech and Language and Mental Health.
- SEND TLA staff are encouraged to pursue the School Direct teacher training programme if they are interested in a career in teaching.

Criteria for evaluation of the SEND policy

- Evidence of SEND students meeting targets set out in their EHCPs.
- Evidence of consistent applications to the Academy from prospective SEND students.
- Evidence of SEND students achieving positive progress 8 scores.
- Evidence of students making a marked improvement in their reading/spelling ability.
- Evidence of SEND students' success in public examinations and their progress into Higher Education.
- Evidence of SEND students' success in public examinations and their progress into Further Education or Higher Education.
- Evidence of continued co-operation between the SEND Department and parents.
- Evidence of differentiation in the classroom.
- Evidence of achievement of SEND students, in the form of praise emails, certificates and prizes (such as at Prize Giving Evening).
- Evidence of positive feedback from stakeholders.

Working with parents



The SEND Team

The SEND Department comprises a SENCO, a SEND teacher and Teaching and Learning Assistants (TLAs)

Ms Firdous Zahid –BA hon's, PGCE, PG cert, PG Dip, SpLD, MA	SEND Coordinator/ Teacher of English/R.S; Teacher and Assessor of specific learning difficulties (SpLD); Mental Health First Aider
Ms Nicola Soliman-BA hon's	SEND Teacher/Humanities
Ms Janet Josephs- HLTA	Teaching and Learning Assistant//Cover Supervisor
Mr Romilly Burne- BA hon's	Teaching and Learning Assistant
Ms Nelia Sequeira	Teaching and Learning Assistant
Mrs Dee Scott	Teaching and Learning Assistant/midday supervisor
Ms Beverly Manderson BSC, MA	Teaching and Learning Assistant
Mrs Samantha Maunganidze BA hon's	Teaching and Learning Assistant
Ms Ariana Pitomina	Teaching and Learning Assistant
Ms Sadaf Suhail BA hon's, MA, PETLs (p/t)	Teaching and Learning Assistant
Ms Joyce Newton (p/t)	Teaching and Learning Assistant
Mr Abraham Brown BSc hon's	Teaching and Learning Assistant/trainee teacher of PE
Ms Estelle Peters BA hon's (p/t)	Teaching and Learning Assistant
Mr Hamzah Ahmad (p/t)	Teaching and Learning Assistant
Mr Matthew Farrow BA hon's	Teaching and Learning Assistant
Ms Roxanne Roche BA hon's	Teaching and Learning Assistant
Mr Giulio Idone BA, MA	Teaching and Learning Assistant
Ms Maria Gonzalez BA, MA	Teaching and Learning Assistant
Mr Paolo di Simone	Teaching and Learning Assistant

Autistic Resource Centre (ARC)

Introduction

The purpose of ARC is to allow students to access the curricular activities of the main school with the appropriate level of support. It also provides staff expertise to meet some very specific, individual needs and is a safe place that students are able to use. It also provides a centre of expertise within the Academy to enable all staff to develop their understanding of Autistic Spectrum Condition (ASC).

ARC students are expected to spend 80% of their time in mainstream lessons.

ARC staff support students to access the mainstream curriculum.

Meet specific and individual needs.

Provide a centre of expertise within the academy to enable all staff to develop their understanding of ASD.

The capacity of ARC is 16 students from Year 7 to Year 13. The accommodation provided for ARC is intended to:

- Avoid sensory overload
- Minimise distractions
- Provide opportunities to develop “special interests”
- Structure social interactions so that it is manageable for ASD students.
- Provide outside space for alternative PE sessions/ downtime.

Admission to ARC

Students will have a diagnosis of ASC and a statement of SEND.

ASC will include those at the high functioning end of the autism Spectrum-Asperger's' syndrome.

Teaching, Learning and the Curriculum

Key Stage 3

In Key Stage 3 ARC students are given individualised timetables depending on their academic ability as well as their ability to cope within the mainstream setting. This will also help decide on the level of support needed from the students Key Worker. Our students may have a combination of 1:1 support in lessons they find difficult as well as attending lessons on their own if they are able.

Students are placed into form groups in pairs and depending on how comfortable they are in the form group will either attend registration along with the mainstream or register within ARC in the morning.

Periods in ARC are led by one of the ARC staff and are used for catch-up, homework or a specific needs based intervention, as well as ‘down time’ where students are able to stay in a calm and quiet environment.

We encourage students to communicate well in a range of ways both through curriculum activities and through ARC specific activities. Currently we run a series of clubs and social skills groups for ARC students to improve their team work skills. Reflection time can also be given to students where they are given a chance to talk to their key worker or another member of ARC staff one to one so they can better understand their problem or behaviour.

In order to help ARC staff and teachers around the school we produce IEP's for each student. A basic IEP will be constructed from the student's transition information and is ready for use as part of our monitoring system at the start of term 1. This will be further reviewed and updated as we will have a much more detailed view of how the student is coping and what their needs are.

IEP's are monitored by the child's Key Worker daily and a record is kept showing which targets are being met regularly and which need updating. This information can then be taken into account when an IEP review or Annual Review takes place.

Key Stage 4

In Key Stage 4 the students are given the same options as all other KS3 students at the Academy. They can choose their subjects for GCSE but they might do a reduced amount depending on their ability. The time that is freed up through this reduced timetable can then be used to keep up to date with coursework and homework tasks.

Students are expected to attend the majority of their classes within the mainstream environment. We try as much as possible to prepare them for teacher absence or a room change but are able to obtain the work and teach within the ARC facility if necessary.

We can also assess students for their examination needs and, if they qualify, can assign aids such as a scribe, reader, extra time or a prompter to help them sit their exams. Students are also able to use a smaller room with fewer students in it to take their exams so it should be less daunting and have fewer distractions.

Key Stage 4 students will continue to have their IEP's monitored daily and reviewed throughout the year. Their updated needs can then be circulated to teachers.

Our Students in the Wider World

We want to encourage our students to become independent learners who are also concerned with the wider world. As an Academy students are encouraged to take part in cultural days as well as year group events such as the Year 7 Fair-trade event.

We encourage students to learn about events in the wider world through a variety of means such as watching and discussing Newsround.

ARC's aim is also to give students the skills they need to cope in the wider world and we run social skills groups to teach them about various social situations that they might encounter outside of the Academy. ARC have also run various trips including going to the theatre. Trips offer our students a chance to experience social situations in the real world.

Independent Learning

In ARC we try to encourage students to be independent but understand that this can be difficult for our students. By knowing them as individuals we are able to encourage independence.

Being away from the ARC facility at break and lunchtimes helps to foster independence and we encourage students to go to the library, eat lunch with the other students in the canteen (with supervision from ARC staff) and attend lunchtime clubs run by other departments.

Each student has a set of trays in ARC where they can keep their books and work and they are encouraged to use these to help themselves become more organised and take responsibility for their books and equipment.

All Ashcroft Academy students are given a school diary and this is used to record homework and as a means of communication between teachers and parents. Homework is set on an Academy wide software package known as Show My Homework (SMHW) and is therefore accessed online. Key Workers check students are writing down homework and accessing SMHW and then parents can check this and help them complete it at home. Key Workers will also be able to check diaries and complete it during catch-up time at school.

Depending on the individual, students may travel to and from lessons on their own or attend form time without support.

Key Worker Role

Each pupil within the ARC will have a Key Worker assigned to him/her. This person will work with their allocated students both in and out of class. By having a particular worker for each student we hope to be able to build up a positive working relationship where the Key Worker will understand the best way for the student to work and will be able to differentiate for them effectively.

Specific aspects of the Key Worker Role will include:

- Reading a student's file, past IEP's and Annual Reviews to familiarise themselves with a child's needs.
- Building a positive working relationship.
- Spending support time in class and in ARC with the student.
- Collecting work in advance for pre-teaching if necessary or for teaching out of class when a teacher is absent.
- Contacting teachers for updates in a child's progress.
- Maintaining contact with parents to keep them informed of progress or any issues within school.
- Carry out duties at allocated break and lunchtimes to supervise students in the canteen/library or playgrounds.
- Monitor the completion of homework or classwork in catch-up sessions.
- Ensure students arrive to lessons with the correct equipment.
- Update and monitor IEP's and monitoring sheets.
- Attend and complete paperwork for annual reviews.

In lessons Key Workers act as a TA for their individual students and support them through a variety of ways.

They may scribe for students who are not able to write quick enough or have problems with literacy. They may read a question aloud to a student and repeating information back to students with simplified language if necessary. Prompting a student to open their book, write the title etc.

Transition

Into Key Stage 4

Students are advised by teachers, Key Workers and parents about their options choices for GCSE. We also have a connexions advisor who specialises in SEND with whom students can make an appointment to discuss options for GCSE and beyond.

The Academy holds options information evenings for all of its students where you will be able to find out more information about the different subjects offered at GCSE level.

Beyond Key Stage 4

During year 11 students will have the option of meeting with our connexions advisor to talk about possible next steps post 16. ARC runs their own careers session with the Careers Advisor, where the specific needs of the ARC students can be addressed

Ashcroft Academy has its own sixth form which ARC students may choose to attend depending on their academic ability and subject choices. In order to attend they will have to attend an interview with a senior member of staff and demonstrated some good work ethic over their past Academy years.

Students may wish to attend another college within the area and their Key Worker will be able to help them look up different colleges and the subjects available to them. This may mean that students are able to opt for a more vocational/practical course depending on their learning style. It is advisable for parents to also play a part in this decision process by taking students to open

events at colleges in the area, this will give students a better idea of whether the choice is right for them.

‘ASC Friendly Academy’

Because of the specialised provision for Autistic students offered by Ashcroft Academy, ARC staff aim to make the mainstream students aware of Autism and what the ARC do within the Academy.

ARC staff are responsible for making sure that new Year 7 students are given a presentation about Autism and the needs of our students so they can better understand the role of the ARC. This is given in conjunction with their PSHE lessons and will be delivered to form groups.

Honours Students

Students in ARC can be picked by subject teachers to be added to the Honours list of the Academy, this is the case for any student at Ashcroft. Subject teachers are required to submit the names of students that they feel should be added to the list for their particular subject area. These students will then be given the opportunity to become involved in any activities for all Gifted and Talented students or in events organised by particular subject areas. As the list is circulated to teachers across the Academy it also allows for better differentiation across the students’ entire lesson range as teachers will be aware of the students’ particular skills.

Assessment for Learning

Within the ARC we aim to continually assess student’s progress both academically and within a behavioural and social context. We do this through daily IEP monitoring, assessing how they do throughout the day in individual lessons and if they are meeting their IEP targets. By doing this we are able to continually adjust targets so they are relevant, this should encourage progression by gradually challenging students with targets that are achievable.

In class, assessment of academic work should be done in a way that is constructive, allowing students to learn from their mistakes.

Assessment tasks can be collaborative and this helps encourage participation and interaction with peers. For ARC students the Key Worker will try to pair their student with good role models and facilitate conversation about the topic to ensure successful assessment. Key Workers can also advise teachers on good strategies for ASC students, for example putting them with the same group of peers each time, to minimise the anxiety some of our students have over working with others.

Assessment within the school always aims to be personalised and teachers should take into consideration the students minimum target grade (MTG) to ensure that the assessment they are giving is pitched at the right level. ARC Key Workers can also lend support here by advising teachers on student progress in detail and making sure the student understands the comments being given to him/her.

Praise and Reward

In ARC we try to motivate students with plenty of praise and reward. Key Workers can help by selecting appropriate rewards for students to help keep them motivated. We also use the Academy’s reward system of merits and praise emails to reinforce good behaviour. Because of the nature of ARC students, we find that having a tangible reward often helps to motivate them, as they don’t often feel an intrinsic sense of achievement so it is easier for them to see they have done well when they are presented with a sticker or for example a magazine.

Behaviour and Discipline

In ARC we provide support with student behaviour and discipline which helps students function in line with the Academy’s whole school policy. We do this as we understand each of our students as individuals and are able to accommodate their ASC with our own specialist provision. Key Workers

monitor the behaviour of students in and out of class and will report any issues quickly to the ARC team. Often we will talk through issues with students as we need them to recognise inappropriate behaviour for themselves and give them a chance to apologise or make amends accordingly. Key Workers will inform parents of any issues as they see necessary and we aim to maintain good parental partnerships. By gaining support from parents as well as maintaining a consistent approach to discipline in school a much more effective behaviour management system can be achieved. Our aim is for students to be able to make good choices for themselves and to be able to maintain good behaviour independently.

ARC in the Wider Community Policy

Our aim as an Autistic Resource Base is to prepare our students for life and work. We want to teach them key skills such as cooperation, respect and an understanding of others. We hope to help our students become individuals who will get on well with others and make good choices about themselves, others and their future. To guide them through this we work alongside the mainstream students in helping our ARC students achieve the following:

- Regular meetings with our SEND connexions advisor who can help them through transitional periods and advise them of suitable career path or options for GCSE's or A-Levels.
- Participate in trips outside of school to improve their knowledge of the wider world.
- Become involved with charitable schemes within the school and participating in whole school events to help raise money.

Through working with them in ARC and within the mainstream we also aim to teach them about cooperation, working as a team and accepting others. This could be through any of the following:

- Playing team sports outside in the ARC playground facilities.
- Participating in ARC and mainstream organised lunchtime clubs, this could be sports, musical, ICT or games based.
- Working in small groups with other ARC students during social skills groups run by ARC staff.
- Participating in mainstream lessons, cooperating on tasks such as practical work in science or drama. This would be facilitated as necessary by the accompanying Key Worker.

Ashcroft Technology Academy

Special Educational Needs (SEN) Information Report

As an academy, we work within the Wandsworth guidance on provision for children with SEND in mainstream schools, which explains the ways students with different additional needs are provided for within the Academy. We also follow our 'Equality and Disability' policy and have an 'Accessibility' plan.

Inclusion statement

At Ashcroft Technology Academy, we aim to provide formal and informal support for students who find learning more difficult than their peers. We aim to maximise students' educational and personal success. The SEND Department comprises a SEND Coordinator, a SEND teacher and **16 Teaching** and Learning Assistants (TLAs) some of whom are part time. The Autistic Resource Centre (ARC) comprises an ARC Lead Teacher, an ARC teacher and 9 TLAs. Students with SEND are given the benefit of the stimulating and challenging environment of a technologically rich Academy. SEND students are equipped to move into the business and industrial world through differentiated learning, which is facilitated by subject specialists and SEND staff working collaboratively.

At Ashcroft Technology Academy, our SEND Coordinator is Ms Firdous Zahid. She can be contacted on 0208 812 3557; her e mail is: Firdous.zahid@ashcroftacademy.org.uk

The leader of the Autistic Resource Base (ARC) is Maryann Weatherseed; she can be contacted on 0208 812 3568 and her email is: Maryann.weatherseed@ashcroftacademy.org.uk

The Deputy Principal responsible for SEN/Inclusion is Mrs Cheryl John; she can be contacted on 020 8812 3520 and her email is Cheryl.john@ashcroftacademy.org.uk

What should I do if I am concerned about my child's progress or special educational needs?

- *You should contact your child's subject teacher directly, his/her Form Tutor, the relevant Head of Year, the SEND Coordinator/Lead ARC Teacher or the Deputy Principal with responsibility for Inclusion.*

How does the school decide whether a child has special educational needs and what extra help they need?

- *Students who have been identified as having SEND in their primary schools with an EHCP, will be placed on the Academy's SEND File and support will continue as advised on their documentation.*
- *Students will be placed on the SEND File if they have a formal diagnosis of a learning or medical need.*
- *Teacher assessment and referral to the SEND Department may also be used in identifying students with SEND.*
- *In all cases, parents will be informed if it seems appropriate to refer a student for an external assessment that may lead to a student being identified as having SEND.*
- *Support for students with SEND will be provided according to the targets and actions identified in Annual reviews for students with EHCPs.*

- Other students with SEND will benefit from the SEND department's targeted interventions.
- Support may be modified following discussion with parents, teachers and outside agencies to ensure maximum impact for the student with SEND.

See also **SEND Policy Identification, Assessment and Provision for Students with SEND**

How will I know how my child is doing and how will you help me to support my child's learning?

- SEND staff will be available at all Parents' Evenings and on Year 7 Academic Tracking (ACTRAC) Day and Welcome Evening
- All students receive a termly interim school report and a full report in July
- SEND Profiles will be drafted with parents, preferably at Annual Review or EHCP meetings and updated at least once a year
- SEND Breakfast Club, Year 7 Transition Club, Homework Clubs and SEND Intervention programmes will be offered to support student learning (see also **SEND Policy, SEND Interventions**)
- There will be regular communication with parents of SEND children by email/letter/telephone to ensure that they are confident in supporting their children with homework and other activities at school
- EHCPs will be reviewed annually
- TAC meetings will be held to support students and parents of targeted SEND children.

How will my child be involved and consulted?

- Students with SEND will complete a Personal Progress Sheet in discussion with their TLA before they attend their EHCP Meeting.
- Students will always be invited to meetings that concern their education
- Students will be encouraged to contribute both verbally and in writing in a meeting that concerns them.

How do you assess and review my child's progress?

- All SEND students' progress is assessed through termly teacher assessment.
- All SEND students are assessed for their literacy levels on entry to the Academy.
- Key Stage 4 SEND students receive a detailed literacy assessment using the Lucid Exact Literacy Assessment Tool.
- Students may be referred for dyslexia screener (Lucid Exact) by staff.
- SEND students' targets will be reviewed at EHCP meetings and TAC meetings and new outcomes set.

How is teaching and the curriculum adapted to my child's needs?

- The Academy supports the view that teaching students with SEND is every teacher's responsibility as Quality First Teaching.
- Teachers are encouraged to differentiate their approaches for SEND students.
- TLAs may provide additional resources for SEND students, providing challenge or breaking down tasks, as appropriate.
- TLAs support SEND students within the classroom and on and one to one basis, in the SEND or ARC Base, where appropriate.
- Where needed, students with SEND are taught in smaller groups, with additional support.
- Teachers are encouraged to teach in a multi-sensory way to engage all students, especially those with SEND.
- SEND training is provided to staff at the regular intervals in the year.
- SEND workshops are provided for those on the Newly Qualified teacher (NQT) programme.
- There is regular Breakfast PD programme offered to all staff to discuss strategies such as

- *literacy, marking, safeguarding, behaviour and new research in teaching and learning models.*
- *ARC provides training for mainstream staff so that they are able to appropriately differentiate for ARC students in lessons.*

How we support children with their literacy and numeracy development:

- Units of Sound Spelling Programme
- Paired Reading Programme
- Smaller teaching groups, where applicable
- (see also **SEND Interventions in SEND Policy**)

How we support children with Speech, Language and Communication needs:

- Regular liaison with Wandsworth's Speech and Language Service (SALT) or Words First Ltd (SALT).
- Regular training of TLAs on how to support students with speech and language needs, often from SALT and *Garratt Park Advisory Service (GPAG)*
- Speech therapist employed in ARC
- Input from Wandsworth Stammering service

How we support children with their handwriting and fine motor skills:

- Offer of handwriting pens, alpha smart recording devices or mini laptops to use in class, as appropriate
- Teachers' pre-printing of resources for students with handwriting difficulties
- Weekly lunchtime Homework and Handwriting Club on Wednesday lunchtimes.

• What support is there for my child's emotional well-being?

- *The SEND Base offers a drop in facility for students to discuss any concerns/worries.*
- *The SEND Base is open at break and lunchtimes and staff are always available to support SEND students.*
- *SEND students receive support during unstructured times, in the playground at break and lunch times.*
- *A number of SEND students have buddies in their own year group or in older year groups.*
- *Breakfast Club is offered daily from 8 to 8.30am to ensure that students are prepared for the day.*
- *Year 7 Transition Club is offered on Mondays after school to support Year 7 transition into secondary school.*
- *Boys' Group and Girls' Club are run by the SEND Department to support social skills.*
- *Specialist staff from Garratt Park Advisory Service work with students with ASC on a regular basis.*
- *An annual educational psychology service package is purchased by the Academy.*
- *This package includes weekly sessions from a Primary Mental Health Worker (PMHW), who works with students and families.*
- *The SEND Department regularly refers students to Catch 22 counselling service*
- *Well-being workshops are offered for year 11, 12 and 13 students suffering from exam anxiety and stress.*
- *Assemblies and Tutor Time are used to deliver Social and Emotional Aspects of Learning (SEAL).*
- *A comprehensive Personal Social Health and Education (PSHE) programme is delivered to all students in Years 9, 10 and 11 Learning Mentors in Inclusive Care and Support (ICAS), support students, some of whom may have SEND needs.*
- *The subject of bullying is addressed in Academy assemblies, PSHE and English lessons.*
- *The Deputy Principal for Inclusion, SEND Coordinator and SEN Teacher are all Mental Health First Aiders (2018) and work with students on a one to one basis to support their emotional well-being.*

How do you promote positive behaviour?

- *The Academy has a clear behaviour policy and SEND students partake in this system fully.*
- *There is a house system in the Academy, which encourages all students to earn reward points for*

their houses.

- *SEND Students receive individual house points for exceptional work and a positive work ethic.*
- *SEND students receive praise emails for exceptional work, effort or performance*
- *Individual SEND/ARC students have personalised reward programmes.*
- *In ARC, positive strategies for behaviour are consistently used so that students develop high self-esteem and learn appropriate communication skills.*

What training and specialist skills do the staff supporting children with SEND have or are having?

- *All TLAs attend regular training on SEND, a lot of which is provided at the Academy.*
- *All ARC TLAs receive INSET training in current theories and practices. ARC staff are encouraged to stay up to date with current theories and practices in autism.*
- *Some whole staff training may be provided from SALT, Garratt Park Advisory Service (GPAS) and Wandsworth Schools and Community Psychology Service (WSPS).*
- *The SEND Coordinator is an English/RS specialist, a teacher and assessor of specific learning difficulties (SpLD) with a Postgraduate Diploma in SEN/Inclusion and an MA in Education.*
- *The Deputy Principal for Inclusion, the SEND Coordinator and SEND Teacher are Mental Health First Aiders.*

How will my child be included in activities outside of the classroom?

- *SEND students are invited to attend Breakfast Club and Homework Club at lunchtime and after school.*
- *SEND students are encouraged to attend all Academy trips.*
- *Risk assessments are carried out prior to the trip and accessible transport is organised, with TLA support, if necessary.*
- *Disability Sports Clubs are organised in collaboration with Wandsworth and SEND students are encouraged to attend the London Youth Games in June.*
- *In ARC, students are able to exercise in an outside area for recreational purposes to develop social skills and to calm them down when needed.*
- *ARC/SEND students attend mainstream clubs at lunchtime, with support from their key worker (an ARC TLA).*

How will the school prepare my child to join the school or transfer to a new school?

- *A member of the SEND/ARC Department attends the child's Annual Review/EHCP Meeting in Year 6.*
- *SEND children are invited to attend a SEND Taster Morning, in addition to the Academy Taster Morning in July.*
- *The SEND Coordinator is available at the Year 6 Information Evening and at the Year 7 Welcome Evening.*
- *The Head of Year 7 works closely with the SEND Coordinator to ease Year 6 transition into Year 7.*
- *If a SEND student is moving to another school or college, his/her SEND records are passed on to the new school, together with the student's school report. Support for transition is provided, if needed.*
- *ARC recognises that transition can cause students with ASC high levels of anxiety, so it makes links with and visits feeder schools.*
- *ARC gives students the opportunity to come on preliminary visits to the Academy's ARC facility.*
- *The SEND Department runs Year 7 Transition Club.*

What specialist services from outside does the school use to help meet children's needs and how do you work together?

- *The Academy buys in a variety of services from outside agencies (**See SEND Policy**)*
- *SEND /ARC Staff attend 'Team around Child' (TAC) meetings (which may include safe-guarding issues), in which professionals are able to collaborate, plan jointly, set targets and review them.*
- *Where appropriate, wider specialist services are involved in the local offer, such as the Wandsworth Hearing and Visually Impaired Service.*

- *Hail Travel Training provides training to ARC staff to enable students to become more independent when travelling to and from school.*
- *See also **SEND Policy, External Support***

What will you do if my child has medical needs?

- Details will be passed on to the Academy's Welfare Officer, Ms Lisa Shadbolt, available on 020 8812 3538 or email lisa.shadbolt@ashcroftacademy.org.uk

What should I do if I am unhappy with my child's support or progress?

- In the first instance, you should contact the SEND Coordinator or Deputy Principal responsible for Inclusion.
- The Academy Complaints Procedure is available from the Academy website or by request from the Academy General Office.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.