



Special Educational Needs and Disability Policy (Including ARC)

Updated October 2020

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 (ATA), we accept students with a wide variety of SEND. The academy has a clear and ambitious vision for providing high-quality, inclusive education and training to all (OFSTED Framework 2019). We aim to provide a fully inclusive environment for students who need adaptations or additional support for their learning needs to maximise their educational and personal success. Students with SEND benefit from a stimulating, challenging and technologically rich environment.

The Academic Inclusion and Support (AIS) Department, which consists of the SEND Department and the Autistic Resource Centre (ARC) has a vision that all SEND 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 AIS department looks to ensure that SEND students are happy, healthy and that they enjoy learning and are able to participate fully in all extra-curricular activities and trips. The department's wider work supports learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy (OFSTED Framework 2019).

The AIS department aims to support ATA in offering a curriculum that is **ambitious** and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life (OFSTED Framework 2019). This ambition is particularly important as schools have re-opened after a long period of partial closure. The government announced that all schools in England should close on 23 March 2020 in order to help prevent the spread of coronavirus.

The AIS department continued to provide vital support to their SEND students on a weekly basis throughout the closure. Teaching and Learning Assistants (TLAs) and the SENDCo delivered this support creatively and in a personalised manner to students. Nevertheless, our SEND students benefit from the structure, the routines and the social interaction provided by the Academy. The support that the AIS department provides since the Academy has reopened will adhere to the government's guidance and will remain of a high standard.

Aims of the AIS Department at Ashcroft Technology Academy

The AIS Department aims to identify and make appropriate provision for SEND students in order that they have full access to the National Curriculum. It provides formal and informal support for students who find learning more difficult than their peers. The Academy supports the principles of the following Acts and Codes of Practice (as updated): - **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

- the Academy 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 AIS 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 all staff are aware of such students;
3. That resources to support SEND students are available and used appropriately - in the Academy;
4. That students with SEND are integrated as fully as possible into the life of the Academy;
5. That students receive support from external agencies, as identified in their EHCPs;
6. That students are happy in Academy life and adopt healthy lifestyles;
7. That students are able to engage in all aspects of learning and extra-curricular activities at the Academy;
8. That students' mental health and well-being needs are supported;
9. That students are assessed for access arrangements for external exams and that reasonable adjustments are made for them;
10. That the full curriculum is available to students, with the support of SEND staff and, in collaboration with subject specialists;
11. That the building is fully accessible for all students and that there is a current accessibility plan in place

All of the above will be offered whilst adhering to the government's guidance for reopening schools. At times, this may involve providing SEND support in a virtual way.

Admissions

Due to the current Coronavirus pandemic, support provided will follow governmental guidelines (see also Provision for SEND students).

- Students with SEND follow the same admissions criteria as all other students applying for a place at the Academy, although those with an EHCP are not required to sit the local authority admissions test that is undertaken when they are in Year 6.
- The AIS Department offers support 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 Local Authority, through the Deputy Principal with responsibility for SEND, to ensure that the specific needs of a student can be met within the Academy. All students are considered on an individual basis.

- Where a student arrives after the start of Year 7, this consultation takes place between the Deputy Principal with responsibility for that year group and the Curriculum Manager for Academic Inclusion and Support. In the case of Post 16 students, this consultation includes the Assistant Principal – Head of Sixth Form.

Admissions to ARC

- **Students should have a diagnosis of ASC and an Education, Health and Care Plan (EHCP).** A diagnosis of ASC will normally be at a high functioning level of autism spectrum condition/ Asperger's syndrome.
- **The maximum capacity of ARC is 16 students.**

Specialist Provision

Due to the current Coronavirus pandemic, provision for students with an EHCP will continue, but governmental guidelines will be adhered to. Some support may need to take place virtually.

- The Academy is adapted to provide a safe environment for students with varying additional needs. There are lifts and/or 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* 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 Curriculum Manager for Academic Inclusion is a teacher and assessor of specific learning difficulties (SpLD).
- Support for students is incorporated within the Academy day as necessary.

The Autistic Resource Centre (ARC)

Due to the current Coronavirus pandemic, provision for students with an EHCP will continue, but governmental guidelines will be adhered to. Some support may need to take place virtually.

The purpose of ARC is to provide staff expertise to meet some very specific, individual needs. It provides a centre of expertise within the Academy to enable all staff to develop their understanding

of Autism Spectrum Condition (ASC). The Academy aims to be ASC friendly. It raises autism awareness through form time activities, assemblies and other special events.

ARC aims to be a safe place for students. Students are expected to spend at least 80% of their time in mainstream lessons. ARC staff support students to access the mainstream curriculum, to meet specific and individual needs and to provide a centre of expertise within the Academy to enable all staff to develop their understanding of ASC. ARC provides a place for students to:

- Avoid sensory overload
- Minimise distractions
- Have opportunities to develop “special interests”
- Structure social interactions so that it is manageable for ASC students.
- Provide outside space for alternative PE sessions/ downtime.
- Provide specialist input from external agencies, such a speech and language therapy and support for mental health.

Teaching and Learning

- Students in ARC are in form groups, normally with one other student from ARC
- Students normally attend form time, but at times, they may use this time to catch-up on homework or to organise themselves for the Academy day.
- Students in ARC attend the majority of lessons within the mainstream environment.
- ARC staff attempt to prepare students for teacher absence or a room change and to work with them in ARC if necessary.
- ARC staff aim to encourage students to be independent as possible. However, as students with ASC often find lunch and break times difficult, support is available during these times every day.
- Students are encouraged to go to the library, eat lunch with other students in the restaurant (with supervision from ARC staff) and attend Academy lunchtime clubs.
- Each ARC student has a set of trays in ARC to keep books and to help organise themselves and take responsibility for their learning.
- Students in ARC may travel to and from lessons on their own and/or attend form time without support.
- Students may be loaned a lap top for use in lessons if they find note taking/assessments challenging.
- ARC students are motivated students with plenty of praise and reward. Key Workers can help by selecting appropriate rewards for students to keep them motivated. The Academy’s reward system of praise emails also reinforces good effort and achievement.
- Students within ARC are expected to adhere to the Academy’s rules and to behave in line with expectations required of all other Academy students.
- Some sanctions, however, may be modified. For example, an after school detention may be re-scheduled for lunchtime, if, for example, a student receives transport.

- Students are encouraged to talk and reflect upon their behaviour choices so that negative behaviour patterns are less likely to establish. The *Zones of Regulation* model is often used.
- Some students in ARC prefer to wear a small badge to indicate that they belong to ARC, but this is based on individual student preference.

Key TLA Role

Students within the ARC have a Key TLA assigned to him/her, who works with their allocated students both in and out of class. Specific aspects of the ARC TLA role include:

- Familiarising themselves with the student's EHCP and specific needs
- Building a positive working relationship with the student
- 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 on a student's progress.
- Maintaining contact with parents to keep them informed of progress or any issues within school.
- Supervising students in the restaurant/library or playgrounds at lunch and break times
- Monitoring completion of homework or classwork in catch-up sessions.
- Ensuring students arrive to lessons with the correct equipment.
- Attending and completing paperwork for EHCP reviews.
- Supporting with the use of Show My Homework and ICT
- Scribing and reading for a student if necessary.

Clubs and Interventions in ARC

Students in ARC are encouraged to attend mainstream clubs, but a number of additional clubs and interventions are offered within the base itself. Clubs can encourage students to learn about cooperation, working as a team and accepting others. They may take the form of:

- Playing team sports outside in the ARC playground
- Participating in ARC and mainstream organised lunchtime clubs: sports, musical, ICT or games based.
- Working in small groups with other ARC students during social skills groups run by ARC staff.

Transition Beyond Key Stage 4

ARC aims to prepare students for life so that they learn skills such as cooperation, respect and an understanding of others. To guide them through this, students in ARC work alongside SEND and mainstream students. In Year 11, ARC students have the opportunity to meet with a Careers Advisor to explore possible Post 16 options. They also receive support for post 16 school/college applications from their PSHE teacher, Form Tutor or SEND/ARC staff.

Identification, Assessment and Provision for Students with SEND

Most students have been **identified** as having SEND in their primary school. However, some students have not been identified as having SEND until they are educated at the Academy.

Identification of students with difficulties in Cognition and Learning

- The AIS Department works closely with the Deputy Principal responsible for data, with Learning Mentors and with Heads of Year to identify those 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. Data from Year 7 CATS tests is used to identify students who struggle with literacy. These students are offered the Paired Reading Scheme or Units of Sound Spelling programme in Years 7 and 8. (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 the standard score of 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, although it does not carry out full diagnostic assessments.
- 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 staff in the Academic Inclusion team can make referrals to the Child and Adolescent Mental Health Service (CAMHS) via the Early Health Intervention System (EHIT) and directly to CAMHS. Letters are written to GPs when referrals 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

- Some students 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

- Some students arrive at 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 GP.

Assessment of SEND students

Due to the current Coronavirus pandemic, assessments in the Academy will follow governmental guidelines.

- 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, BTEC, A-Level and IBDP exams, 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 and have a cluster of scores below the standard score of 85, may be considered for extra time in exams. Further evidence, such as anecdotal teacher evidence and examples of work are gathered to create a picture of the students' 'normal way of working'.
- The Curriculum Manager of Academic Inclusion and Support is responsible for overseeing all applications for access arrangement made to the Joint Council for Qualifications (JCQ) and to the International Baccalaureate Organisation (IBO). The International Baccalaureate Diploma Programme (IBDP) Coordinator is responsible for the administration of applications to the IBO once sufficient evidence has been gathered.
- The Examinations Manager works with the Curriculum Manager of Academic Inclusion and Support to ensure that all students receive the access arrangements they are entitled to in all exams where possible.
- Regulations regarding exam access arrangements change regularly and the Academy follows the requirement specified in documentation published by the JCQ and the IBO for the respective qualifications.

Provision for SEND students

Due to the current Coronavirus pandemic, provision for student with an EHCP will continue, but governmental guidelines will be adhered to. Some support may need to take place virtually.

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 **SEN 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

- Where a professional is working with a student, there should be a distance of at least one metre between them (2 metres where possible).
- Where a professional is working with a group of students:
 - a. those students should be in the same Year Group 'Bubble'*
 - b. students must face the front at all times. This means that no paired and/ or group work can take place unless all are able to continue facing forwards*

The Curriculum Manager for Academic Inclusion and Support; the second in charge and the Higher Level Teaching Assistants (HLTAs) allocate one to one support to students depending on the needs specified on a student's **EHCP**. The amount of support provided is dependent on the amount of funding provided for the student by the relevant local authority. Support can take place within the classroom setting, within a small group setting, or on a one to one basis. Support is reviewed regularly, with reference to interim reports.

Students who do not have an EHCP do not automatically qualify for one to one support, but they may benefit from residual support in the classroom. They may also attend SEND interventions.

Lunchtime and break time support

Due to the current Coronavirus pandemic, lunchtime clubs and support will be limited to Year Group bubbles. Support will only take place if

- There can be a distance of at least one metre between student and staff (2 metres where possible).
 - a. students are in the same Year Group 'Bubble'*
 - b. students are facing the front at all times. This means that no paired and/ or group work can take place unless all are able to continue facing forwards*

Where students need support in unstructured times such as break and lunchtime, clubs and supervision are provided. This support may be in the playground to ensure inclusion and social interaction and if a club/activity is taking place, or in the SEND Base.

SEND Interventions

Due to the current Coronavirus pandemic, lunchtime clubs and support will be limited to Year Group bubbles. Support will only take place if:

There can be a distance of at least one metre between student and staff (2 metres where possible) and:

- a. students are in the same Year Group 'Bubble'*
 - b. students are facing the front at all times. This means that no paired and/ or group work can take place unless all are able to continue facing forwards*
- The AIS Department runs a variety of interventions to support students who have SEND. These include:

- **Units of Sound Spelling Programme:** Year 7 to 9 8.30-8.55: for students who have been identified as needing support in spelling
 - **Year 7 Transition workshop-** Mondays 3.15-4.15pm: for students who need support with Year 6 transfer
 - **Paired Reading Programme:** Year 7 and 8 8.30-8.55: for students who have been identified as needing support in reading
 - **Homework Club 3.20-4.20pm:** Year 7 and 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:** Monday and Thursdays - 8.30am to 8.50am: for students needing support with social skills
 - **Breakfast Club:** Monday to Friday 8am to 8.30am for students who need support with nutrition and organisation, to ensure that they are prepared for the day
 - **SEND Catch up** sessions Tuesday to Thursday - 4.30pm to 5pm and Fridays until 4pm: for students who need to catch up with homework
 - **Inclusive Sport:** a variety of adapted sports activities, such as inclusive cricket, boccia and swimming for SEND students
 - **Well-being Workshop:** Thursday 8.30am to 9.30am: for Year 11, 12 and 13 students who struggle with exam anxiety and stress
 - **Morning Mentoring-** Monday to Friday: drop in, for students who need support with homework, or to talk through a school issue
 - **ARC Clubs:** Sports Club, Animation Club, Social Skills, Reflection Time, Zone of Regulation

Year 6 Transition

Due to the current Coronavirus pandemic, meetings in the Academy will follow governmental guidelines and may take place virtually.

- HLTA or another 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 Curriculum Manager for Academic Inclusion and Support and/or the Second in Charge are available at the Year 6 Information Evening in June and the Year 7 Welcome Evening in the Autumn Term, although these events were unable to be held physically in 2020.
- The SEND Coordinator; Second in Charge or HLTA; 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

Due to the current Coronavirus pandemic, meetings in the Academy will follow the governmental guidelines (see also Protocol for External Visitors).

EHCPs are reviewed annually with parents, SEND staff and other external agencies. Parents, carers and external agencies may be invited into ATA 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)

- The 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 very able 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 and mental health needs 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, participate and benefit from activities, unless to do so would be unsafe or dangerous for the child. Where appropriate, trips are adapted to ensure the safety of SEND students.

Care, Guidance and Support (included mental health)

Due to the current Coronavirus pandemic, meetings in the Academy will follow the governmental guidelines and some may take virtually.

- 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

The Academy seeks to create 'SEND friendly' classrooms, where teachers have a thorough knowledge of SEND issues and the expertise to differentiate their teaching to meet individual needs.

- Teaching staff are encouraged to use the SEND File and SEND Profiles in their planning of lesson activities.
- Teaching staff liaise with the AIS Department for strategies to teach and support SEND students.
- Many staff attend breakfast professional development sessions to consider how learning can be made accessible for all.

External Support

The 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 Information Advice and Support Service (WIASS)
- Wandsworth Autism Advisory Service (WAAS)
- 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

Due to the current Coronavirus pandemic, meetings in the Academy will follow governmental guidelines and some may take virtually.

- 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.
- Year 7 SEND Surgery is available for Year 7 parents in the Autumn Term.

- The AIS department communicates with parents by letter, email and telephone.

Arrangements for Professional Development

Due to the current Coronavirus pandemic, professional training in the Academy will follow governmental guidelines and some may take virtually.

- The Academy is committed to providing SEND training to both teaching and associate staff.
- All staff, including SEND staff, attend Professional Development days at the Academy.
- Breakfast PD sessions are offered to teachers on a variety of topics related to teaching and learning.
- The AIS team frequently attends SEND training provided by the Wandsworth Professional Centre.
- The Academy frequently hosts external speakers on SEND subjects such as autism, Speech and Language and Mental Health.
- SEND/ARC TLA staff are encouraged to pursue the teacher-training programmes, if they are interested in a career in teaching.

Criteria for evaluation of the SEND policy

Due to the current Coronavirus pandemic, evaluation of the SEND Policy will take into account the current context of when reviewing its implementation and delivery.

1. Evidence of SEND students meeting targets set out in their EHCPs.
2. Evidence of consistent applications to the Academy from prospective SEND students.
3. Evidence of students meeting or exceeding their target grades in Interim Reports
4. Evidence of SEND students achieving positive progress 8 scores.
5. Evidence of students making a marked improvement in their literacy levels.
6. Evidence of SEND students' success in public examinations and their progress into Higher Education.
7. Evidence of differentiation in the classroom.
8. Evidence of achievement of SEND students, in the form of praise emails, certificates and prizes (such as at Prize Giving Evening).
9. Evidence of positive feedback from parents and stakeholders.

The SEND and ARC Team

The SEND Department comprises the Curriculum Manager for Academic Inclusion and Support, Second in Charge of Academic Inclusion and Support, three Higher Level Teaching Assistants (HLTAs) and a number of Teaching and Learning Assistants (TLAs).

Ms Firdous Zahid – BA (hons), PGCE, PG cert, PG Dip, SpLD, MA	Curriculum Manager for Academic Inclusion and <i>Support</i> ; Teacher of English/R.S; Teacher and Assessor of specific learning difficulties (SpLD); Mental Health First Aider
Ms Nicola Soliman - BA (hons)	Second in charge of Academic Inclusion <i>and Support</i> ; Teacher of Humanities
Ms Marie Jughroo BSc (hons)	<i>SEND/ARC/DT Teacher</i>
Ms Sonia Smikle BA (hons)	SEND/ARC Higher Level Teaching and Learning Assistant
Ms Janet Josephs	SEND Teaching and Learning Assistant; Cover Supervisor
Ms Roxanne Roche	SEND Higher Level Teaching and Learning Assistant
Ms Liza Gardner BA (hons)	SEND and Year 7 Transition
Mr Matthew Farrow - BA (hons)	Higher Level Teaching Assistant/EAL
Mr Abraham Brown - BSc (hons)	Teaching and Learning Assistant/PE
Mr Romilly Burne - BA (hons)	Teaching and Learning Assistant
Ms Nelia Sequeira	Teaching and Learning Assistant responsible for exams
Mrs Dee Scott	Teaching and Learning Assistant/Midday Supervisor
Ms Ariana Pitomina	Teaching and Learning Assistant
Ms Fernanda De Melo BA (hons), MA	Teaching and Learning Assistant
Ms Sadaf Suhail - BA (hons), MA, PETLs (p/t)	Teaching and Learning Assistant
Ms Blossom Nelson	Teaching and Learning Assistant
Mr Guilio Idone – BA (hons), MA (p/t)	Teaching and Learning Assistant
Ms Anamaria Sabo BA (hons)	Teaching and Learning Assistant
Mr Paolo Di Simone BA (hons)	Teaching and Learning Assistant/Music Technician
Ms Dominique Campbell BA (hons)	Teaching and Learning Assistant/ Maths teacher
Mr Fin Kavanagh BA (hons)	Teaching and Learning Assistant

Mr Chris Pidoux BA (hons)	Teaching and Learning Assistant/ARC
Ms Sonja Crous	Teaching and Learning Assistant/ARC
Ms Diane Wright	Teaching and Learning Assistant/ARC
Ms Tahseen Tariq BA (hons)	Teaching and Learning Assistant/ARC
Ms Alexandra Walton	Teaching and Learning Assistant/ARC
Mr Alexandre Nash BA (hons)	Teaching and Learning Assistant/ARC
Ms Anita Cooper	Teaching and Learning Assistant/ARC (temporary)
Ms June Chan	Speech and Language Therapist ARC (Mondays and Fridays)

Ashcroft Technology Academy

Special Educational Needs and Disability (SEND)

Information Report

As an Academy, we work within the national 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. ATA's OFSTED Report 2015 states that **'Disabled students and those who have special educational needs achieve exceptionally well. Individual needs are supported very well. Their progress is significantly above the national average for all pupils.'** The Department for Academic Inclusion and Support comprises a Curriculum Manager, a Second in Charge, 24 Teaching and Learning Assistants (TLAs) and 2 HLTAs. Some staff work on a part-time basis. The Autistic Resource Centre (ARC) comprises an ARC teacher, a HLTA and 7 TLAs and a part time Speech and Language Therapist. Students with SEND benefit from 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, facilitated by subject specialists and SEND staff working collaboratively.

At ATA, our Curriculum Manager (CM) for Academic Inclusion and Support is:

Ms Firdous Zahid, who can be contacted on 0208 812 3557. Her email is: firdous.zahid@ashcroftacademy.org.uk

The Second in Charge within the department for Academic Inclusion and Support is:

Ms Nicola Soliman, who can be contacted on 0208 812 5308. Her email is nicola.soliman@ashcroftacademy.org.uk

The teacher in ARC is Marie Jughroo, who can be contacted on 0208 812 3559. Her email is marie.jhugroo@ashcroftacademy.org.uk

The Deputy Principal responsible for SEN/Inclusion is:

Dr Mike Smith, who can be contacted on 0208 812 3535. His email is mike.smith@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 class teacher directly, his/her Form Tutor, the relevant Head of Year, the CM or Second in Charge for AIS, the 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 EHCP, will be placed on the Academy's SEND File and support/provision will continue as advised on their EHCP.*
- *Students will be placed on the SEND File if they have a formal diagnosis of a learning, language, social, emotional, medical/sensory need.*
- *Teacher assessment and referral to the SEND Department may also be used in identifying students with SEND, as may literacy/dyslexia assessments and CATS scores*
- *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 and depending on the date from interim reports and assessments*
- *Other students with SEND will be encouraged to participate in the SEND department's targeted*

interventions.

- Support may be modified following discussion with parents, teachers and external 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, on Year 7 Academic Tracking (ACTRAC) Day, on Year 8 Preferences Evening and Year 7 Welcome Evening
- All students receive a termly interim school report and parents should note any comments/questions on the Parents' Response Form
- The CM and Second in Charge of AIS hold a SEND Surgery in the Autumn Term for parents of students in Year 7
- SEND Profiles are written from information from primary schools and following will be Annual Reviews of EHCP
- SEND Breakfast Club, Year 7 Transition Club, Homework Clubs and SEND Intervention programmes are offered to support student learning (see also **SEND Policy, SEND Interventions**)
- There is regular communication with parents of SEND children by email/letter/telephone to ensure that parents are confident in supporting their children with homework and other activities at school
- EHCPs are reviewed annually with parents and with any other professionals working with the child
- The Wandsworth Case Manager attached to the Academy attends Transition EHCP meetings in Years 9 and 11
- TAC meetings are held to support students and parents of targeted SEND children.

How will my child be involved and consulted?

- Students with SEND complete a Personal Progress Sheet in discussion with their TLA before they attend their EHCP Meeting.
- Students are always invited to EHCP Review meetings.
- Students are always 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
- Students' progress is reviewed at Parents' Evenings
- A Year 7 SEND Surgery is held in the Autumn Term
- Key Stage 4 SEND students receive a literacy assessment using the Lucid Exact Literacy Assessment Tool
- Students may be referred for dyslexia screener (Lucid Exact) by staff or a parent
- SEND students' targets are reviewed at EHCP meetings and Team Around a Child (TAC) meetings and new outcomes are 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 an one to one basis, in the SEND or ARC Base, where appropriate
- Where needed and possible, 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 all staff on PD Days
- SEND workshops are provided for those on the Newly Qualified teacher (NQT) and Initial Teacher

Training (ITT) programme

- *There is a Breakfast PD programme offered to all staff to discuss strategies such as literacy, marking, safeguarding and behaviour*
- *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
- Students who struggle with literacy and numeracy may be taught in smaller classes
- Coloured overlays for students with dyslexia
- Club for students for whom English is an additional language
- Lunchtime and after school Homework Clubs
- (see also ***SEND Interventions in SEND Policy***)

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

- Regular liaison with and input from Wandsworth's Speech and Language Service (SALT)
- Regular training from SALT for TLAs and teachers on how to support students with speech and language needs,
- Training from the WAAS (Wandsworth Autistic Advisory Service)
- Speech therapist employed in ARC two days a week

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 at form times and lunchtimes*
- *Some 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 the Autistic Advisory Service work with students with ASC*
- *An annual educational psychology service package is purchased by the Academy and referrals are made to this service to support students psychological well being*
- *The package above includes weekly sessions from a Primary Mental Health Worker (PMHW) from CAMHS, 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 and 12 students suffering from exam anxiety and stress. These are run by the PMHW and the SENCO*
- *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 CM and Deputy Head of Inclusion and several members of the SEND Team are 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 adhere to 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 are encouraged to attend regular training on SEND, some of which is provided at the Academy.*
- *All ARC TLAs receive professional development training from the ARC SALT and receive training in current theories and practices from the LA, ARC SALT and external course providers.*
- *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, Wandsworth Autism Advisory Service and Wandsworth Schools' Community Psychology Service (SPS).*
- *The CM for AIS 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 CM and Second in Charge of AIS are Mental Health First Aiders*
- *There are members of staff in the SEND Department who are qualified teachers*

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 encouraged to exercise in an outside area as a calming measure 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 primary school 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, the SENCO liaises with the new school*
- *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 on Mondays after school*

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

- *Catch 22 Counselling Service to support students' well-being*
- *Commissioned time from the Wandsworth Schools and Community Psychology Service, which includes weekly support from the PMHW from CAMHS*
- *SEND /ARC Staff attend TAC meetings (which may include safeguarding 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 Medical Welfare Officer, Ms Tracy Ford, available on 020 8812 3538 or tracy.ford@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 Curriculum Manager for AIS 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.