

Ashgate Croft School SEN Information Report:

The **Special Educational Needs Code of Practice** gives guidance to education settings that helps to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

Principles underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

What are our Special Educational Needs?

There are currently 138 pupils on role, age ranging from 4 – 19 years old. All pupils attending the school have an Educational Health Care Plan (EHCP). The pupils we have currently comprise of:

Profile	Percentage
Severe Learning Difficulties	37%
Autism	31%
Profound and Multiple Learning Difficulties	17%
Moderate Learning Difficulties	11%
Emotional Behavioural Difficulties	4%

The current trend for intake at the school has shown an increase in pupils with more severe and complex needs. An increasing number of our pupils have Autism, many of whom are taught in specialist classes, requiring higher staffing ratios.

There is a designated teacher for looked after children who ensures their needs are met and attends Personal Education Plan meetings.

Support in School

Our school vision 'Building Skills for Life' underpins all that we offer at Ashgate Croft School. We aim for every pupil to become as independent as possible.

Our school is split into four departments: Primary (*Early Years, Key Stage 1 and 2*), Middle (*Key Stage 3*), Upper (*Key Stage 4*) and *Post 16*. Within each department classes are organised on the needs of the pupils as a priority over age. We have five specialist classes primarily for pupils with autism and/or challenging behaviour, which follow a highly structured approach and have a higher ratio of staffing. We have three classes that follow a sensory curriculum primarily for pupils with PMLD.

All our pupils are seen as individual and differentiation occurs across all aspects of the curriculum.

Early Years Foundation Stage (EYFS)

The EYFS is integrated within the Primary Department Curriculum. The structure of this is topic based and pupils are assessed using the B Squared within each subject area. We are in the process of developing an Outdoor Learning Area where pupils will be encouraged to explore different zones.

National Curriculum

In Key Stage 1 and 2 (*Primary*) students follow a four yearly rolling programme. It is a topic based curriculum with subjects taken from the National Curriculum. Subjects which are taught as stand-alone lessons are – PE, Swimming, RE, PSHE, Music, Computing, Maths (*2 lessons*); subjects taught within topic are DT, Art, English (*2 lessons*), Maths (*1 lesson*) Geography, History and Science. Within the National Curriculum PSHE is a non- statutory subject but as a school we feel that it is still an important subject and so have chosen to continue teaching it. Examples of the topics include – Castles, Pirates, China, Day and Night, Egyptians, Sounds and Toys and Games.

In Key Stage 3, students follow a 3 yearly rolling programme. It is a topic based curriculum which is being developed by staff in Key Stage 3. It is developmental in nature and is not related to age or key stage, rather ability and understanding. It is not exclusively linked to the National Curriculum but statutory subjects set out in the National Curriculum are taught but some under different headings. Some subjects are taught as stand-alone lessons. These are English, Maths, Computing, PSHE (including Sex and Relationship Education, Drugs Education, CSE and Anti-Bullying) and PE. Other lesson headings are Creative and Expressive, Environment, Community, ILS (Independent Living Skills) and Enrichment. The 9 topics are Celebrations, The Earth, Leisure, Food, People, Derbyshire, Clothing, Transport and Changes.

Personal Skills

At Ashgate Croft we aim to prepare our pupils to become as independent as possible. Personal Skills focuses on communication skills, physical skills, thinking and organisational skills, as well as developing social skills.

Foundation Learning (Key Stage 4/5)

In Key Stage 4 and 5 students follow a five year rolling programme curriculum with a focus on Life Skills. The curriculum is based around a nationally accredited course called OCR Life and Living Skills, for which students follow different units of work within the areas of Independent Living Skills, Community skills and Personal and Social Development.

Alongside this, students have weekly lessons in Maths and English, and either vocational or employability lessons. Key stage 4 classes also have weekly science lessons and computing is embedded within the curriculum. Students follow our own vocational scheme of work.

Students leave school with an OCR Entry Level qualification at either Entry Level 1, 2 or 3. Some of our pupils with MLD also gain OCR Functional Skills Tests in English and Maths.

Pupils in Key Stage 4 and 5 receive careers education and also have opportunities for work experience both within Ashgate Croft and also through outside providers.

Additional Curriculum and Sessions

R-Time also takes place for all pupils once a week. These are sessions which aim to increase and develop positive relationships for our pupils. Sex Education sessions take place as part of a planned curriculum within PSHE lessons. Sex Education focuses on changes and preparing pupils for growing up. The sessions take place over one term and parent/carers are fully informed as to what will be covered before the units take place. Parent/carers may withdraw pupils from all or part of Sex and Relationship Education lessons. Further details are available in school, on request. We hold a parent/carers forum alternate school year when there is opportunity to talk about the PSHE/SRE curriculum with the PSHE Subject Leader.

Sensory Curriculum

Ashgate Croft School has changed the way our sensory learners can access a relevant curriculum. After researching the area in detail and asking parent/carers and other professionals' opinions we have designed the 'Sensory Curriculum'. The flexibility it offers has enabled pupils to learn at their own pace whilst having the time for physiotherapy and positional changes to take place so they have not missed vital parts of the lesson. National Curriculum subjects are grouped together under Prime and Specific areas and also under focused learning of Social Relationships and Emotional Development, Communication, Conceptual Development, Sensory Responses, Understanding Time and Place, Orientation, Movement and Mobility, responses to routines and change, and 'ownership of learning'. This curriculum is designed to incorporate Move which is a programme implemented by class staff, the Physiotherapist and the Occupational Therapist to enable increasing independence and opportunities for movement throughout the school day.

Communication

We focus on promoting communication through enabling access to an environment in which a child has the need, desire and motivation to communicate. We provide frequent and consistent opportunities for pupils to communicate and promote access to alternative methods of communicating (*whether verbal or other*) with identified progression and an environment where all means/modes of communication are of equal value.

Behaviour Support

There are five PROACT-SCIPr-UK Instructors in school. This ensures that the philosophy and practice is clearly led and supported within the school. The instructors deliver annual refresher training for all staff & introductory training as required for new staff. This enables a consistency of approach to behaviour support which is vital. There is a rigorous reporting procedure in place (IRIS) and all classes have a named member of the Leadership Team as their behaviour support link person. Individual Behaviour Plans (*IBPs*) are in place for all pupils who require them and staff work closely with external professionals in order to develop/implement *IBPs* when necessary. The five specialist classes established across three departments support the behaviour of some of our most challenging pupils.

Anti-Bullying

For our pupils, the concept of bullying and how to deal with it has been difficult to grasp but the inclusion of “R”time on the timetable for all pupils and keeping the focus of how to deal with bullying very basic (*i.e. Pupils’ Policy – See It, Get Help, Stop It*) has contributed greatly to the very low level bullying environment that exists at Ashgate Croft. There is an anti-bullying group in school which consists of pupils, staff, parent/carers governor and anti-bullying co-ordinator. We achieved the re-certification of the Derbyshire “STOP” anti-bullying award in March 2017.

Inclusion

Whenever appropriate we provide opportunities for inclusion in order for our pupils to achieve successful inclusion within Ashgate Croft School and into mainstream schools, college or Further Education and enable students to practice the skills needed in order to experience successful inclusion within their community.

Pupil Involvement

We encourage our pupils to have and express their views in a variety of ways. Pupils are encouraged to develop their choice making skills as a priority. This is evident through the school council, contributions to annual reviews, the development of advocacy, target setting and pupil self-assessment within lessons. We gained ‘recognition of commitment’ towards the UNICEF Rights Respecting Schools Award, and in March 2016 we gained the UNICEF RRSA Level 1.

Assessment

See: Assessment, Recording and Reporting Policy.

Parent/Carers

Establishing robust links with our parents/carers is vital as for most we do not have daily face-to-face contact. Family Forums covering various topics are arranged throughout the year. Usually there is a general invite to all families but sometimes named families are invited to specific forums.

Effective communication between home and school is crucial. Home/School books are in operation across the school as are Communication Aids (*Big Macs as required*) for ensuring a daily line of communication as necessary. All staff will contact parent/carers by phone if there is an immediate need to do so and vice versa. The school has a texting service which enables us to communicate quickly and directly to parent/carers. See: *Home School Communication Policy*.

We provide parent/carers with: An Annual Report on their child's progress, an Annual Review meeting (of statement or *EHC Plan*), 2 parent/carers' evenings focusing on reviewing and setting personal skills targets. For new starters a base-line assessment is shared with parent/carers.

What to do if you have concerns/worries:

In the first instance please contact the school and ask to speak to the relevant member of staff. If your concerns cannot be resolved please see the Complaints Procedure which can be found on the school's website:

<http://ashgatecroft.derbyshire.sch.uk/information/policies.php>

Admissions

We welcome visits to the school from prospective parent/carers. If you want a place at this school for your child you need to inform DCC SEN (01629 580000). The school will receive consultation papers and will decide whether they can meet the needs of your child. If your child is offered a place with us, a member of staff will visit either their current school or home or both. Appropriate transition will be organised. You will be invited to a welcome afternoon and will be asked to complete an 'All about me' booklet with your child.

Involving Specialists

As many of our students have additional medical/health needs many external professionals come into Ashgate Croft School to work with and support our pupils, staff and parent/carers. This includes Speech and Language Therapist, Physiotherapist, Occupational Therapist, Learning Disability Children and Adolescent Mental Health services (*LD-CAMHs*), Community Children's Nurses, Transition Nurse, Incontinence Nurse, Doctor, Dentist, Audiologist, Orthoptist, Wheelchair Services, Teachers for Visual and Hearing Impaired. These professionals often provide support, advice and training and where appropriate hold clinics in school.

We also work closely with Social Care and The Virtual School (*children in care*).

Our Staff

We have a wide variety of staff to meet the needs of our pupils; A Leadership Team, Teachers, Teaching Assistants, Pupil Support Assistants (*attend to our pupils' personal care*) and Midday Support Assistants. In addition to this we have a Swimming Teacher, School Nurse, Moving and Handling Link workers, Makaton Tutor, Positive Play workers, Move trainer.

Relevant continual professional development is provided for all staff to meet the needs of our pupils. E.g. Behavioural support, autism, communication (Makaton, Eye gaze, PECs and

intensive interaction), MOVE, Moving and Handling, medical including diabetes and epilepsy, enteral feeding etc.

Equipment and Facilities

The school building is not purpose built and therefore we are constantly striving to ensure its suitability for the ever changing needs of our pupils.

Our facilities include –

Specialist classrooms

Work stations for individual pupils where required

Positive play rooms

Overhead tracking

Specialist changing facilities

Sensory garden

Sensory room

Soft play room

Independent living base (*The Croft*)

Swimming pool suitable for hydrotherapy

Adapted food technology room

Sound field systems across the school

A range of technological devices and programmes to support communication and learning

Adapted equipment on playgrounds

Fully wheelchair accessible school environment

Minibuses

Polytunnel

Outdoor learning area (under development)

Vegetable patch

Forest School

Accessibility Plan

The School's Accessibility Plan can be found on the school's website under the policy section.