



Ash Manor School SEN Information Report

	Questions	School Response	School self-evaluation
			RAG rating Red = emerging Amber = establishing Green = embedded Embedded
1	<p>How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> • Ash Manor School has systems that support the identification of Special Educational Needs and Disabilities (SEND). These procedures are designed to identify areas of need but also to ensure the child and their parents / carers feel supported as the child progresses through their secondary education. • Ash Manor School uses data collection to track student's academic development over time and employs a rigorous monitoring procedure to analyse and interpret rates of progression. If a student is not making expected levels of progress then they are highlighted and examined. This procedure helps staff support students with SEND but also highlights the possibility of additional learning needs for others. • Ash Manor School works in collaboration with its feeder primary schools to ensure knowledge is shared and students are identified at the earliest opportunity so that the required level of support is available to ensure a successful transition to Ash Manor School. This transitional period can be something students with additional learning needs require significant support with. 	

		<ul style="list-style-type: none"> • Opportunities for parent consultation are welcomed and parents are invited to contact the school with queries relating to SEND when appropriate. Parents with concerns should make first contact with their students form tutor / head of year, who can ensure the issue is shared with the appropriate staff member(s). The school's Special Needs Co-ordinator (SENCO) has responsibility for the strategic overview of SEND provision and is also available for parental consultation. • Ash Manor School offers a comprehensive student support network that enables students to voice their concerns regarding their learning needs. 	
2	<p>How will early school staff support my child/young person?</p>	<ul style="list-style-type: none"> • The Special Educational Needs policy, which is available on the School's website outlines staffing and procedures for supporting students with SEND. The responsibility for the strategic overview of SEND provision, including the SEND policy, is the SENCO's and is monitored by the school's governing body. • Ash Manor School uses a wave model to help map provision and available support within school. Wave 1 refers to provision offered to all students. Wave 2 provides additional short term interventions for students who have been identified as not making expected levels of progress. Wave 3 refers to specialist support offered to students with high levels of need, often relating to those students who have a Statement of Special Educational Need or an Education, Health and Care Plan. • All teachers are considered to be teachers of SEND, and are expected to plan and deliver lessons that meet the needs of their students. This process is called Quality First Inclusive Teaching and is monitored by the school's senior leadership team. The majority of students' learning needs, including those with an additional learning need, will be appropriately met within this Wave 1 provision. • Wave 2 provision caters for students, including those with SEND, who are identified as requiring supplementary provision; these students may be offered additional interventions designed to promote learning and improve outcomes. All Interventions that fall within Wave 2 are designed to be short term, evidence based and all are monitored to measure expected rates of progress against time. 	<p>Embedded</p>

		<ul style="list-style-type: none"> If a student needs long term specialist support to access the school curriculum, they may fall within the bracket of Wave 3. Students in this bracket will often have a Statement of Special Educational Needs / Education, Health and Care plan and/or require a high level of additional support. All additional support programmes are overseen by the SENCO. 	
3	How will the curriculum be matched to my child's/young person's needs?	<ul style="list-style-type: none"> All teachers are considered to be teachers of SEND, and are expected to plan and deliver lessons that meet the needs of their students. Ash Manor School provides an appropriate curriculum, allowing students to explore a range of subjects and offers options at GCSE. Students with SEND will be given appropriate support during key stage 3 and 4 including careful guidance ensuring they make suitable choices. School leaders carefully monitor student development across all subjects including English, maths and science and pupils making less than expected progress are highlighted as a concern. As a result, staff are made aware and interventions may be put in place to support student development. 	Embedded
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<ul style="list-style-type: none"> Academic progress feedback is shared with parents / carers at set times throughout the year including attitude to learning and attitude to home learning. Parents have the opportunity to meet with staff at Parents' evenings where it is possible for SEND issues to be discussed and actioned. During parental consultations we share best practice and clearly identify what can be done by families at home to support the child's learning. Ash Manor School hosts curriculum evenings and other learning events to help families support their child's learning needs, including those with SEND. The school operates an open door policy and parents are welcome voice their concerns through appointments with appropriate staff including the SENCO. 	Embedded
5	What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> There is a strong pastoral support network within the school, grounded in the fundamental belief that every child matters and it's widely considered that every lesson, every day counts towards their well-being and academic achievement. All staff in their teaching and pastoral roles 	Embedded

		<p>have the highest regard for spiritual, moral, social and cultural development of every individual student.</p> <ul style="list-style-type: none"> • The school currently adopts a House System which contributes to a strong sense of community, and students are able to discuss issues with their head of house staff members, tutors, heads of year and the senior leadership team. • The school's behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions. Students can achieve house points for outstanding work and contribution to lessons. Attendance is monitored regularly and concerns are shared with parents as applicable. • All staff are regularly trained in Child Protection and Safeguarding. Key staff are also trained as Child Protection Officers. 	
6	What specialist services and expertise are available at or accessed by the setting / school / college?	<ul style="list-style-type: none"> • Ash Manor School is committed to the professional development of their staff team; including regular SEND training aimed at developing staff's expertise. • Ash Manor School has access to a range of external agencies that support the needs to SEND pupils where appropriate. 	Embedded
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • The SENCO has completed the National SENCO Award and holds Qualified Teacher Status. • The SENCO ensures SEND training takes place as appropriate and staff are provided with regular opportunities to develop their knowledge and skills in regards to SEND needs. • All Learning Support Assistants have the opportunity to attend training sessions focused around developing skills and attributes relating to SEND matters. The training areas are linked to key areas to the SEND department and the school's development plans. 	Embedded
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • The school is committed to including all learners in the extended curriculum. Where appropriate, careful planning and comprehensive risk assessments are completed to ensure trips are successful and highlight any areas of concern. • Where concerns of safety and access are highlighted, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. 	Embedded

		<ul style="list-style-type: none"> • Departments run a comprehensive range of extra curriculum activities which SEND pupils have access to. 	
9	How accessible is the school environment?	<ul style="list-style-type: none"> • There are reasonable adaptations made to enable access to parts of the building. There are ramps and disabled toilets. We will attempt to ensure there is reasonable access, wherever possible. • There is a lift which gives access to some upper rooms. • Appropriate arrangements are made for disabled people to access main rooms in the main building. • Some upper rooms are inaccessible to students with mobility difficulties. • The school has regard for the Equality Act 2010. 	Embedded
10	How will the school prepare and support my child/young person to join the school, transfer to a new setting / school / college or the next stage of education and life?	<ul style="list-style-type: none"> • Ash Manor School recognises that transitional periods can sometimes be particularly challenging for students who have SEND and consider it essential to offer the appropriate level of support. • Ash Manor School works closely with local feeder primary schools and pupils with SEND needs are highlighted. To support the transition from primary to secondary, some students with SEND needs are invited to attend a transitional day at Ash Manor as appropriate. • Preparation for the transition to post 16 education will include liaison with various educational institutes, sharing of information where appropriate and facilitating an effective move. 	Embedded
11	How are the school's resources allocated and matched to children's/young people's special educational needs?	<ul style="list-style-type: none"> • All aspects of finance are overseen by the Head Teacher, Business Manager and governors. • Resources are allocated according to the Surrey Banding system, in line with the level of need of the student. • Any additional intervention is evaluated to measure its impact. 	Embedded
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • All teachers use Quality First teaching, and Wave 1 approaches to plan lessons to meet the needs of the students they teach. • When additional provision in line with wave 2 and wave 3 are put in place, the views of students, parents and carers will be considered. • All interventions are monitored and evaluated according to the impact of the intervention on student outcomes. • The SENCO makes decisions about the type and frequency of support for a child with SEND. The Head Teacher makes decisions with the Business Manager and the governors about the funding levels for 	Embedded

		<p>students with SEND.</p> <ul style="list-style-type: none"> • This is based on the level of need of the student as identified using Surrey's graduated response. • The SENCO liaises with the governing body to discuss SEND and the areas of strength and development. 	
13	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • Parents are involved in the process of discussing any concerns there might be about a student's needs. • This can be because parents initiate concerns, or because the school initiates a meeting with the parents as a result of emerging difficulties the student is experiencing. • The school has an open door policy. This means parents can ring to make an appointment to discuss issues with the school. • Parents can contact their students form tutor, head of year, the school's SENCO or a member of the senior leadership team as necessary if they have concerns. • Parents are invited into school at regular intervals to discuss their child's progress, and are encouraged to support their child's needs at home, wherever possible. 	Embedded
14	<p>Who can I contact for further information</p>	<ul style="list-style-type: none"> • Parents are welcome and encouraged to contact the school for further information. • Regarding SEND queries, the first point of call should be the student's Form Tutor or Head of Year who can provide you with the information or can past on your query to the correct member of staff. • Alternatively parents are welcome to contact the SENCO directly. 	Embedded