



Ash Manor School – SEND Information Report

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Surrey Local Offer		https://www.surreylocaloffer.org.uk/

At Ash Manor School we are fully committed to the provision of equal opportunity for all of our students regardless of their ability or individual needs to enable them to achieve their full potential. The ethos of Ash Manor is built around our core values and these apply to our policies, our practices and our aspirations and expectations of all students.

Our core values are:

- Community – Working together & supporting each other to ensure that nobody is left behind
- Excellence – Recognising talent and always doing our best
- Resilience – Persevering with a positive attitude so that we learn from mistakes
- Respect – Accepting and valuing our differences with courtesy and consideration
- Integrity – Honestly doing the right thing even if no one ever knows

We support students with a range of needs, including physical and medical needs, social, emotional and mental health needs, communication and interaction difficulties, sensory needs, autism, ADHD and students who have more difficulty with learning than the majority of children of the same age.

We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all forms of school life. If children need additional support to meet our high expectations, we will ensure they have access to this support with appropriate reasonable adjustments, strategies and interventions to meet their individual needs.

How does the school know if students need extra help?

- We endeavour to identify students with special educational needs before they join us by liaising closely with their previous school and their parents/carers.
- We look closely at the KS2 data to identify specific difficulties.
- ASPIRE transition programme
- We conduct reading and comprehension tests shortly after students join us.
- Staff are vigilant, watching for signs of difficulty and they report any concerns to our SENDCo for investigation.
- Data is tracked throughout the school journey to ensure that progress is being made.

What should I do if I think my child may have special educational needs?

If you have any concerns you should contact your child's tutor, their Head of House or our SEND team to arrange an appointment so that your concerns can be fully discussed and explored.

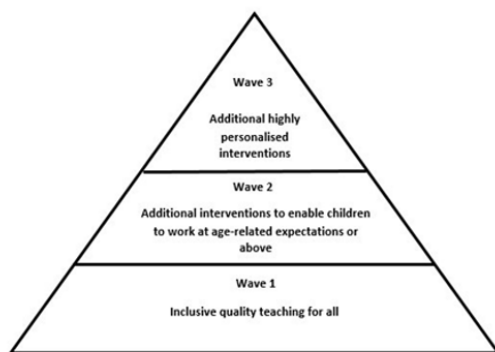
How will the school support the learning of students with SEN?

If a student has been identified as having a SEND need, they are placed on the SEND Register which identifies their needs as per the SEND Code of Practice. A student can be placed on or removed from the SEND register at any time in their education.

All of our teachers are teachers of SEND and undertake regular CPD to keep up to date with strategies. Staff at Ash Manor School pride themselves on providing differentiation, adaptive teaching, active learning and effective feedback, ensuring that the students' needs are met within the classroom environment.

In most cases the specific strategies will be delivered in class, but on occasion the child may receive intervention sessions in a location other than their normal lesson. Most often these intervention programmes are carried out as part of a group, although some are delivered on a one-to-one basis. External provision and/or visiting professionals may also be utilised when a bespoke, individualised provision is required.

The provision can be described as being in 3 Waves:



Wave 3 is a long-term statutory intervention for those students who have an EHCP

Wave 2 is individually focused, targeted support for children with an identified SEN need.

Wave 1 is universal support that is available to all children with or without SEN.

Those children who receive Wave 2 or Wave 3 support will have an allocated Progress Coach who will support them to access the curriculum, monitoring progress and intervening where necessary. Wave 3 support will include all statutory requirements of the EHCP process.

What training and expertise do staff in Ash Manor School have in teaching students with SEND?

Our teachers are subject specialists and hold QTS (qualified teacher status) or are working towards this. The SENDCo has completed PGCert SENDCo Award and the Deputy SENDCo has completed Surrey SEND's New to Role Course. We have a dedicated team of Lead Practitioners who lead staff training and all teachers actively participate in a coaching programme to ensure that high quality lessons are delivered consistently. Our SENDCo delivers training on INSET days to all staff as well as delivering bespoke sessions to smaller groups as required.

Our staff have completed training such as: ASC, trauma and attachment, supporting literacy and oracy, dyslexia, SALT champions, ELKLAN and Visual Impairment. Ash Manor School is a Helen Arkell Teaching School for 2023/2024.

When we require more expert support, we recognise this and after gaining the consent of the parent/carer we will refer to outside agencies such as the Speech and Language Therapy Service, the Specialist Teachers in Inclusive Practice and ASC Outreach.

How does the school evaluate the effectiveness of its provision?

Student data is tracked and any progress concerns interrogated with changes made to programmes and practices if that need is identified. The EHCP annual review process, with oversight by the LA, provides a mechanism to check that support is appropriate and effective and that the student's needs are being met. Parents/carers are encouraged to speak to us at any time if they have a concern.

As a SCC maintained school, we have SEND reviews conducted by the LA. The SEND governor visits termly and the FGB have access to all data, including the LA review.

What are the arrangements for consulting parents of children with SEN and involving them in their child's education?

Each student's progress is monitored regularly over the year with regular reports issued to parents/carers. Tutors, subject staff, pastoral staff and the SENDCo check each student's attainment and progress, liaising appropriately where there are concerns about progress or engagement. Parents' evenings are scheduled once per year for Years 7 – 10 and twice for Year 11. However, parents can contact staff at any time to discuss the progress of their child.

If a student has an EHCP, there will be an Annual Review which parents/carers are invited to along with the student and Progress Coach.

We believe that a student's education is a partnership between the student, parents/carers and staff; we encourage and support regular communication.

What support will there be for my child's well-being?

Ash Manor School promotes an inclusive, supportive ethos with a highly effective pastoral team and a high quality PSHE curriculum. Our tutors are adept at supporting the young people in their group and communicate with the House Team if a concern requires additional input.

Concerns are discussed at the weekly pastoral and separate inclusion/safeguarding meetings so that our vulnerable students can access the support they need. Concerns can be raised by the individual student, peers or any member of staff. If a parent has a concern about their child's emotional wellbeing, they can contact the tutor, the House Team or their child's Progress Coach if they have one assigned.

Our Behaviour for Learning Policy is fully understood by students and staff and includes information on our expectations, sanctions and rewards. We respond quickly to any incidents of bullying.

We strongly believe that good school attendance promotes emotional wellbeing and we monitor this closely. Our Attendance Manager is proactive, seeking to prevent prolonged, unauthorised absence. Our Student Reception is staffed throughout the day and medicines are dispensed from here. Student reception also provides access to a team of qualified first aiders.

In addition, to support our students who have specific needs, we can access the following supports:

- The Bridge – our internal support base
- The SEND department, including quiet rooms at breaks
- Surrey Young Talent – a mentoring/nurture programme
- Step Forward Mentoring – sport based mentoring
- ELSA counselling
- Our school therapist
- External professionals eg ASC Outreach or an Educational Psychologist
- A range of external alternative provisions

Safeguarding is a key part of our school. We have a DSL Team (Designated Safeguarding Leads) and there is always at least one DSL on site when students are in school. Every member of staff receives statutory safeguarding training and are aware of their statutory duties.

How will my child be included in activities outside the classroom including school trips?

We are committed to making all aspects of our provision accessible to everyone if this is at all possible. This includes extra-curricular clubs, residential trips and day visits.

If required an individual risk assessment will be completed which may involve consulting with the parent/carer, the child, the SENDCo and the member of staff leading the activity. This may result in us sending an additional member of staff on the activity and, if necessary, providing additional training to that staff member.

How will the school support a student with SEN with the transition into Year 7?

All students have the following:

- A welcome visit in March (after a place is allocated) with a tour and a lesson
- Our staff and our SENDCo visit and liaise with all feeder schools so that we have all relevant information
- Any student who is anxious can have additional visits, often arranged as a small group
- Online subject challenges (optional)
- Two days of induction in June
- A summer reading book
- Summer School (free and available to all)
- Start a day earlier than all other year groups
- Line up for two weeks to be led to class
- One week of early dismissal at lunchtime to ease into using the canteen

In addition, students with SEND could have:

- Additional visits in small groups to work with the Progress Coaches in the SEND base
- Progress coach support on the June induction days
- Progress coach support at summer school
- Lunchtime support in September
- Early allocation of a Progress Coach
- A peer mentor

How will the school support a student with SEN to transition to post 16 education, employment or training?

Ash Manor School is actively involved with the Widening Participation Team at Surrey University. This programme has a focus on careers and Post 16 options.

There is a robust Careers Education plan that meets all of the Gatsby benchmarks, ensuring that all of our students get access to high quality provision as well as independent, individualised career advice. All students participate in the Little Interview in Year 9 and the Big Interview in Year 11. There are a range of career talks in school that the students can access and we host a Post 16 Evening when all of the local course providers attend and have individual conversations with students and their parents. Our SEND students can be supported by their Progress Coach on that evening if their parent/carer is unavailable. The pastoral team and the SEND team will work with our SEN students to ensure that they have a Post 16 plan and a suitable next step in place.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

The first point of contact to discuss something in general about your child is their form tutor. If you have a query that is about a subject, please contact the subject teacher.

If you want to discuss your child's SEND, please contact the SENDCo, Ms Nicholls at cnicholls@ashmanorschool.com or Deputy SENDCo, Mrs Stiff at hstiff@ashmanorschool.com

If a complaint arises concerning a student's special needs, parents/carers should first write to the SENDCo setting out briefly the matter of their complaint. A meeting will be offered to resolve the

issue. If, after meeting with the SENDCo, the parent/carer remains dissatisfied with the response, they should contact the Headteacher to request a further meeting.

If the complaint concerns the school's policy on SEND, the complaint should be addressed to the Governor with responsibility for SEND, c/o the Clerk to the Governors.

A copy of the school's Concerns and Complaints policy and procedure can be found at: https://www.ashmanorschool.com/uploads/1/0/3/6/103623792/complaints_policy_review_sept_24_fgb.pdf

Useful contacts:

Where a student has statutory provision from an EHC Plan, parents can contact Surrey County Council SEND Team on 01483 517890, swsen@surreycc.gov.uk, or their case office directly.

Any parent or student with a safeguarding concern are encouraged to report this by emailing dsl@ashmanorschool.com or by calling the school and requesting to speak with a member of the safeguarding team. Concerns will be dealt with in line with our Safeguarding policy which can be found on our website.