

ASHCROFT HIGH SCHOOL LOCAL OFFER

LUTON BOROUGH COUNCIL

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1st September 2017

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At Ashcroft High school we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCO, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

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1. How does the school identify and organise support for children with special educational needs?

Identification of Support is identified through:

- Observation of the student
- Specific assessment
- Teacher reports
- School subject assessment
- Parent referral
- Transition data

Organisation of support:

- Support is organised in relation to the individual needs of the student and the effectiveness of the support.

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2. Who are the key people in the school available to discuss parental concerns about their child's difficulties?

Key People to discuss concerns:

- House Parent
- Pastoral team including:
 - Head of House
 - Deputy Head of House
 - House Support Assistant
- SENCO
- Class teacher

How concerns can be raised or shared:

- If you have concerns about your child's progress you should contact your child's form tutor either via phone call or email. Email is preferable because it ensures there is a written record of your correspondence and staff are often not in their offices during the day for telephone calls.
- If you would like to discuss concerns face-to-face the school have parent's evenings throughout the year where you can meet directly with the class teachers to discuss specific concerns within their subject.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should either contact the Deputy Head of House or Head of House, depending on the nature of the concern, copying in the SENCO.

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3. How will parents be informed about their child's progress at Ashcroft and how will his/her progress be measured?

Sharing Progress:

- Progress is monitored and assessed by each subject teacher.
- Progress reports are sent to parents once every term (three times per year).
- Daily and weekly communication can be made through the student's school planner, which is checked by the house parent
- Meetings may be arranged for discussions of specific support
- Each subject teacher will be responsible for monitoring progress and recording this in relation to subject specific interventions.
- Specific support will be monitored by the SENCO in conjunction with the faculty staff

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4. What support will parents receive if their child has been identified as having special educational needs?

- Prior to your child joining Ashcroft High School, the SENCO is available to meet with you to discuss your child's needs and any concerns you may have.
- The SENCO meets with the primary school during the summer term to ensure that information is shared between schools. All Year 6 students are visited by a member of Ashcroft High School staff at their primary school where additional information is gathered.
- Year 6 students with SEN/D may be invited to attend a Transition Programme
- Year 6 students with SEN/D are supported on the Induction Day.
- We would like you to communicate any concerns or information you have about your child to your child's form tutor and SENCO. This is to ensure that we are doing similar things to support your child both at home and school and can share what is working well in both places.
- The SENCO is available to meet with you to discuss your child's progress or any concerns you may have throughout your child's time at Ashcroft High School.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- The SENCO, will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Homework will be adjusted as needed to your child's individual needs,
- Every student has a planner, which is used to support communication between home and school.

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5. What support is offered to ensure the wellbeing of children with special educational needs and disabilities?

- Each student is part of a vertical tutor group and has a tutor and co-tutor who they see daily.
- The pastoral team includes three members of staff who can support the students within the four houses. The staff include:
 - Head of house
 - Deputy Head of house
 - House support assistant

- Medication may be offered by visiting nurses from the local authority
- Members of staff are first aid trained
- The school has a clear behaviour policy and additional support and strategies may be implemented through the SENCO
- Students are encouraged to share and contribute their views appropriately through communication with their pastoral team and, where appropriate the SENCO
- Some students may require further social support. PSHCE groups are available to develop social interaction
- Bullying is addressed through the pastoral team in line with the school bullying policy

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6. How will teaching be adapted to support a child with special educational needs?

- All students will receive quality first teaching
- All students will have access to the full national curriculum
- Some students may require additional differentiation which may include:
 - Coloured books
 - Laptops
 - A different seating location
 - Adapted worksheets
 - Peer support
- Progress will be measured by the curriculum teachers and recorded three times a year in a school report

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7. What different types of support can a child receive in school?

- Some students may require additional support within the school. This may include:
 - Small group support from a teaching assistant or subject teacher
 - 1:1 support from a teaching assistant or subject teacher
- All staff are trained and experienced within their role. The training and qualifications include:
 - Degrees
 - Specialist qualifications
 - A Levels
 - Advanced qualifications

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8. How will the school support your child in unstructured times such as lunchtimes and morning breaks and enable her/him to have access to after school clubs, school trips and journeys?

- Some students may require further lunchtime support. This may include:
 - Access to the Learning Resources Centre
 - Teaching assistant led activities to develop social skills and team skills
 - All students have the opportunity to attend extra-curricular activities

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9. How does the school involve children in decisions that affect them?

- Students are encouraged to make appropriate choices in relation to their learning. This may involve:
 - Asking teaching staff for additional support
 - Identifying what support they require
 - Identifying where they require less support

Some students may have additional funding from a Statement or an Education, Health and Care Plan. Students participate in decision making activities in relation to additional funding in the form of:

- Annual review meetings
- Definitions on their support plans
- ILP targets

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10. How are the school's resources allocated to support children with SEND?

The school budget, received from Luton Borough Council, includes money for supporting students with Special Educational Needs.

- The Head Teacher, in consultation with the school governors, allocates the SEN/D budget on the basis of needs in the school.
- The Deputy Head Teacher and the SENCO discuss all the information they have about SEN/D in the school, including
 - The students getting extra support already
 - The students needing extra support
 - The students who have been identified as not making as much progress as expected. And decide what resources/ training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

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11. What services external to the school can provide support to children with SEN?

Some students may require additional support which is provided externally by the local authority. These may include:

- Educational Psychologist
- Alternative Learning Provision Service (ALPS)
- Visual Impairment outreach support
- Autism Advisory Team
- Physical Disability Outreach team
- Child and Adolescent Mental Health Service (CAMHS)
- CHUMS
- Paediatrics – Edwin Lobo
- Special Educational Needs Team

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12. How are staff in the school supported to work with children with special educational needs and what training do they have?

Training is provided to all staff during inset days and all staff receive induction training on SEN/D.

Additional training may include training from external providers:

- Autism Advisory Team training
- Team Teach training
- Speech Language and Communication Needs training
- Specific Learning Difficulties training
- Mental Health Awareness (MIND)
- Outstanding Teaching Assistants Program (OTAP)

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13. How will the school support the child in moving on to another school or college or to the next key stage in their education or life?

We recognise that 'moving on' can be difficult for a child with SEN/D and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
Information, including student profiles and data, is accessible to all teachers.
- In Year 11
 - Students have a meeting with the Prospects Careers Advisor to discuss options and pathways, students with SEN are supported during this meeting
 - Students are given a list of open evenings of sixth form schools and colleges within their local area, visits to Barnfield College and 'Taster Days' are organised at Luton VI Form College for students
 - Depending on the level of the student's need, the student may be accompanied by a teaching assistant to an interview at a Luton VI Form or Further Education College
 - The SENCO will liaise with the relevant staff at the new provision to ensure your child has a smooth transition.

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14. How accessible is the school environment?

- The school is accessible to students with physical disabilities. There are no entry steps. The three storey building has a lift between floors. The corridors and doorways are wide. There are disabled toilets throughout the school.
- SEN/D staff are advised by the Outreach Service and Luton Borough Council advisory teams (HI and VI).
- We ensure that equipment used is accessible to all students regardless of their needs, or that additional specialist equipment is purchased.

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15. Who can parents contact for further information at the school?

- Parents can contact, in the first instance the student's house parent about any concerns.

- Some students may have additional support from external providers. This may include:
 - Special Educational Needs Services
 - Special Educational Needs Assessment Team
 - Educational Psychologist
 - Autism Advisory Teachers

- The Luton Borough Council Local offer can be found at:
<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>