

# Ashfield School Impact Report 2022-23

## Special Educational Needs and Disability (SEND)



ASHFIELD  
SCHOOL

### What is meant by SEND?

A child or young person is identified as SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice 2014). Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, long-term conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and those with SEN. The term SEN, therefore, does not mean problems or a specific need for extra resources or specialist staff.

However, for those children and young people with more complex needs, an Education, Health and Care Plan (EHCP) may be issued where additional or a different provision is needed from someone at the same age in mainstream schools to allow that young person to make progress in line with their peers.

### Funding Secured 2022/23

Funding is secured through Additional Family Needs (AFN) and Higher Level Needs (HLN). For 2022-23 this was AFN £95,800 and HLN £53,000.

FUNDING	LEVEL	No. Students	Total Funding
AFN	LOW	2	£2300
AFN	MEDIUM	12	£25k
AFN	HIGH	14	£68.5k
HLN	1	2	£20k
HLN	2	1	£33k

**How the funding is spent:** Funding is deployed to ensure that young people with SEND are fully supported to allow for engagement in the curriculum, achievement, and preparation for life beyond school. Aiming to narrow the gap in progress and achievement between students with SEND and their non-SEND peers.

**Raising Achievement:** Tracking, monitoring, and support of students with SEND takes place to ensure that they engage with the school curriculum and work towards achieving 8 good outcomes at GCSE. Targeted additional intervention is conducted where appropriate.

**Preparing students with SEND for life beyond school:** Ready to Learn lessons (additional numeracy and literacy, and differentiated PHSE). All students with SEND received a CEIAG interview and open access to careers advice.



Intervention	Funding	Impact
<p>Securing improvement in teaching and learning and outcomes for pupils with SEND.</p> <p>In-class support from Learning and Progress Assistants (LPAs).</p> <p>Bespoke packages of support.</p> <p>Flexible curriculum: Ready to Learn/Life Skills/Extended support before and after school (Literacy Champions, handwriting club, homework catch up).</p> <p>Reading interventions in KS3.</p> <p>Annual Reviews for EHC Plans.</p> <p>Access Arrangement assessments for KS4/KS5 formal examinations.</p> <p>Bridging Room and reintegration packages for Anxious Learners or pupils with medical needs, Social Emotional support.</p> <p>Key workers attend interviews and open evenings/days with vulnerable learners who wish to move onto FE courses with external providers.</p> <p>SENCO and the Inclusion Team provide strategic support/professional development for teachers/LPAs/Learning Mentors.</p>	<p>£148,800 From HLN/AFN bids.</p> <p>Age Weighted Pupil Unit funding and funding from the notional budget.</p>	<p>In Class support from Learning Progress Assistants ensure that students with SEND are fully included in the whole school culture. Adapted workspaces for students with disabilities ensure all students are given a range of educational choices across the whole curriculum that is on offer at Key stage 3, 4 and 5.</p> <p>Physiotherapy sessions for students with physical disabilities. Braille produced and technology packages offered for student with visual impairments. Radio aids utilised in lessons for those who have a hearing impairment.</p> <p>Students who access additional support after school appreciate the relaxed atmosphere and supportive environment.</p> <p>Year 7 Next Chapter intervention data shows the average rate of reading progress across the 9 month period was 2.5 years for both year 7 and year 8.</p> <p>The Lit Programme showed an average rate of progress of 1 year 10 months for the year 7 group and overall, 4 years 4 months for the year 8 group across the 2 year programme.</p> <p>Average reading age improvement for the 90 KS3 students who completed our Sound Training intervention was 49 months within the 8 week timeframe.</p> <p>100% attendance by parents/carers/pupils at Annual EHCP reviews. All paperwork submitted within the statutory timeframe.</p> <p>Access arrangements were in place for students in year 11/12/13/14 throughout all mock exams, formal assessments that and final exams.</p> <p>Flexible curriculum includes bespoke 1:2:1 support for complex learners, bridging room in place to meet ARNA and SEMH needs plus Ready to Learn lessons concentrating on additional numeracy, literacy, coursework catch-up and PHSE. Mental Health and wellbeing needs are supported through the links with the Mental Health Support Team where students and parents are able access a range of workshops and/or 1-2-1 appointments to focus on mental health strategies.</p> <p>Destination Data: All learners with SEND secured further education, employment or training.</p> <p>Pupils on the SEND register identified as K or E are assigned a key worker. Regular progress meetings take place throughout the year, checking on health and well-being as well as academic progress.</p> <p>Parental views highlight a positive view of the support that their children receive from the inclusion team. Strong links with outside agencies has secured information sessions for parents and training opportunities for staff in the four broad areas of need.</p>

