



Ash Grove
School

Belief Courage Honesty

SEN Information Report



Part of the

Oak 
Learning Partnership

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Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	September 2023		New document	First release
1.1	April 2025	H Simms	New template, school name and SENCo	



The Special Educational Needs and Disability Code of Practice (2014) places a duty on local authorities to publish a local offer, setting out in one place, information about provision available across education, health and social care for children and young people who have SEN or disability (SEND). This information report sets out what can be expected from Ash Grove School regarding our provision for pupils with SEND.

1. **The kinds of special educational needs for which provision is made at school**

Ash Grove School welcomes pupils with a vast range of SEND. All staff have significant experience of working with young people who often have a complex presentation of special educational needs including social, emotional and mental health needs, cognition and learning needs and communication and interaction needs. Due to the small class sizes and building structure, we are well placed to support children that may have physical and sensory needs that are comorbid with their wider SEND.

2. **Information about the school's procedures for identifying pupils with SEND and assessing their needs.**

- Ash Grove School SEN Co-Ordinator is Lucy Kildunne-Roscoe, who can be contacted by telephoning 0161 724 2900.
- We recognise that the experience our pupils have had before they came to us differs significantly as they often had fragmented attendance and sometimes several different settings. We acknowledge that many, if not most, of our pupils meet the criteria for being identified with SEND as set out in the Special Educational Needs and Disability Code of Practice (2014) by the very fact that they are attending our school, but that it is important that they receive appropriate and timely assessment in order to clarify their primary needs. Within a school wide process to ensure rigor and consistency of approach, the types of assessments we make and information we draw upon when making decisions regarding identification for each young person is individual to their circumstance. This includes consideration of the information we gather from previous settings, parents, external services and internal assessment data which indicates slow progress or very low attainment.
- Please see Appendix 1 regarding the process of identifying pupils with SEND.

3. **Arrangements for consulting/communicating with parents of children with SEND and involving them in their child's education.**

- Parents or carers of a young person of all pupils attend an induction meeting upon entry to establish a good working relationship and to enable staff to have a broad and detailed picture of the pupil as possible prior to them starting.
- We believe that everybody working together ensures the best outcomes for all pupils and for this reason, we have an open policy regarding communication.

Parents can contact school at any time via telephone, email or in person and are welcome to discuss their concerns as they arise in a way in which suits them best. We will formally notify parents when it is decided that a child will receive SEND support, although usually the parents will have been involved in that discussion prior to the decision being made. Parents of pupils with SEND will be invited to meet with staff at least three times a year to discuss their child's progress and be involved in planning and target setting. Parents of children with an Education, Health and Care Plan are consulted more formally as part of their child's annual review and are a vital part of the review and forward planning.

4. **Arrangements for consulting young people about, and involving them in their education**

- As part of our Induction process, all pupils work with a member of staff to create a Pupil Profile. This includes a variety of information including what the pupil is hoping to achieve during their time at Ash Grove and beyond, and how they think we can help them. This directly feeds into decisions regarding their support and the curriculum provision we make for them. Key staff members, who work closely with individual children, also gather their views in 'real time' in order to gain the most accurate picture of how a pupil presents and use this to help support discussions and educational decisions throughout the day to provide a responsive approach to learning and engagement.

5. **Arrangements for assessing and reviewing pupils' progress.**

- Because we recognise that the majority of our pupils may have SEND, and nearly all will have some difficulties regarding social, emotional and mental health, our systems for reviewing the progress of pupils with SEND sit within a whole school approach to assessment. This includes the use of a bespoke academic tracking system sitting alongside a cycle of 'assess-plan-do-review' (APDR) based upon our 'Experiences Model', which is a graded approach to improving and monitoring the skills and attributes needed for a successful future. Due to the specialised nature of our setting, additional interventions are carefully selected based upon the range of information we hold on pupils to ensure the needs are addressed without the curriculum being narrowed. Parents are consulted in the ways detailed earlier, and pupils know where they are currently achieving and what their targets are.
- Targets regarding social, emotional and mental health needs are set between the pupil and a trusted staff member and are taken directly from the Experiences Model framework and include goals around communication, managing feelings and resilience. The APDR documents are shared securely with all staff who come in contact with the individual and can be updated at any point in addition to the formal reviews that take place three times a year to co-inside with formal whole school data analysis.

- During the 'review' part of the cycle, if it is felt that a pupil is not achieving in all aspects as we would hope, then a range of actions may take place including referral to an external service, application for an EHCP and alterations to curriculum offer/timetable.

6. **The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

- Ash Grove School has excellent links with local colleges, alternative provisions and training providers, and the process of pupils transferring to other settings often starts whilst they are still on roll.
- The SENCO ensures that all relevant information needed to support pupils with SEND is passed on and any individual requirements arranged.
- Pupils with an EHCP will usually have annual review before the mid-point in the year, even if it is earlier than the anniversary date of their plan, in order to ensure adequate time to plan transition.
- A connexions PA will work with all KS4 pupils with an EHCP to ensure a smooth transition into further education with the correct support in place. Discussions are held with the young person and their families/carers about what they want that support to look like.

7. **Our approach to teaching pupils with SEND, how adaptations are made to the curriculum and learning environment and what additional support is available, especially regarding emotional and social development.**

- Because of the specialised nature of Ash Grove School, our approach to teaching pupils with SEND is inherent within the pedagogy of the provision. High-quality teaching, in very small class sizes with a high adult-pupil ratio, is our first step in responding to pupils who have said. Whilst key adults within the support staff are identified for each pupil, teachers hold the accountability to ensure that all pupils achieve their potential. Pupils are taught by subject experts in their subjects and are offered a broad curriculum offer, tailored to their interests and preparing for adulthood. The intervention that is offered is dynamic and responsive dependent upon the changing compliment of students on roll. Off-site opportunities are also provided to supplement provision where required, such as attendance at Bury College or access to individual teaching.
- When required, adaptations to the learning environment can be easily implemented due to the small class sizes. This may include using recommended aids, altering seating positions, enabling sensory breaks and providing areas to emotionally regulate.
- We have devised our Ash Grove Experiences Model, which is a broad set of attributes that we would like the pupils to leave us with, broken down into small incremental steps of concrete behaviours. Pupils and staff work together to set

goals and review them regularly. Staff model those behaviours and encourage them through emotion coaching, understanding of trauma, low demand language use and establishing strong relationships with the pupils.

8. **Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

- The SENCO regularly attends training courses and development meetings to ensure that they remain aware of the latest developments and good practice.
- The school has a wealth of teaching assistants, mentors and youth workers, many qualified to degree level bringing with them the experience needed to work successfully with our young people.
- SENCO works very closely with relevant professionals within the local authority, core external agencies and the charitable sector.
- Additional training for teachers and support staff is accessed regularly and is based upon a coaching model bespoke to each individual.

9. **Information regarding the fair admission and access of pupils with disabilities, including how equipment and facilities will be secured.**

- Ash Grove School follows the admission criteria created by Bury council. Pupils obtain a place at Ash Grove School by being permanently excluded from their previous setting, via consultation as part of the EHCP process or by referral directly to the school where an EHCP application is in progress but not yet obtained. The school is well placed to meet the needs of the pupils that it serves, and each admission is reviewed independently to ensure that we can provide the best education for that pupil.
- The school works closely with parents, carers, pupils and agencies involved with individual pupils in determining and securing appropriate equipment to ensure any barriers to learning are removed as far as possible. Funding is usually made available through the school's pupil funding or EHCP, or for larger investments through partnership with LA. Please see the school's accessibility policy for more information, but please note that there is due to be a building change at the end of this academic year which obviously affects the plan greatly.

10. **Information regarding how the effectiveness of the provision made for pupils with SEND is evaluated, and how all pupils are enabled to engage in all activities.**

- The effectiveness of the provision made for pupils with SEND again sits within the whole school strategies to track and monitor the progress of all pupils both academically and in preparing them for adulthood. This is overseen by the SENCo and the Assessment Lead. Assess-plan-do-review documentation formally focuses on the progress pupils are making within the Experiences Model, but often the response to this is more dynamic and happens within lessons in real time. All pupils have clear targets related to their academic starting points and data is reviewed regularly throughout the year to ensure pupils that provision is effective.
- Due to the nature of the school, activities are planned carefully and with due regard for the need of the pupils. It may sometimes be appropriate to conduct individual risk assessments for some activities and then amendments to plans made to ensure that pupils and staff remain safe.

11. **Working collaboratively with other bodies to meet the needs of pupils with SEN, including some contact details.**

- The SENCo and SLT have well-established links with all the bodies that may work with our pupils. Multiagency working is common and link-personnel within the Local Authority and voluntary sector identified, including Bury Parent Partnership (IASS), Bury SEN Team, Bury and Other Local Colleges, CAMHS, Connexions, Early Break, Educational Psychologists, Social Care and the school attendance team. A large pastoral and safeguarding team within Ash Grove allows us to be responsive to information that we receive from other bodies, as well as working collaboratively with all stakeholders. This includes the school's Governing body, which meets regularly to hold the leaders to account.
- **Bury SEND Team** 3 Knowsley Place, Duke Street, Bury, BL9 0EJ Telephone: 0161 253 5969
- **Bury SEND Information, Advice and Support Service (IASS)** Blue Pit Mill, Floor2, Suite 2, Queensway, Rochdale, OL18 2UP Telephone: 01706 769 634
E-mail: bury.sendiass@barnardos.org.uk
Website: www.barnardos.org.uk/burysendiass
 - **Independent Support Service, Together Trust**
Telephone: 0161 283 4848 E-mail: isduty@togethertrust.org.uk
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- If you are unhappy with any aspect of how this document is implemented in school, please contact the SENCO or member of the leadership team directly (0161 724 2900) so that we can try and resolve the issue. A copy of the complaint's procedure is available upon request.
- The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.

