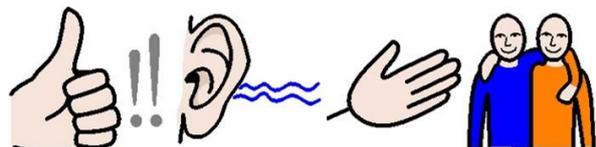


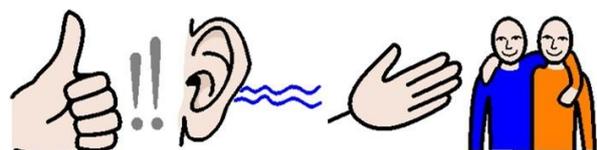
SEND Information Report

Ash Lea is an area special school for the Rushcliffe borough that caters for pupils aged 3-18 with a range of learning difficulties, complex physical and medical needs and autism with associated learning difficulties. Pupils needs range from those working at the very earliest developmental levels through to those who may be able to achieve entry level qualifications.

- The school is divided into 3 phases; primary, secondary and Post 16. In each phase the pupils work in appropriate peer groups in order to best meet learning needs. There are exceptions to groupings based on individual needs
- The school also has four curricular pathways; pre-formal, informal, semi-formal and formal. This is so that learning can be aligned best to pupil need.
- There are currently 97 pupils at Ash Lea, and they all have an 'Education, Health and Care' plan
- The school's quality assurance programme monitors provision to ensure that it meets needs. Teaching and learning is monitored at least termly by the senior leadership team and school governing body
- Parents are vital in the education of their child and the school regularly involves them in this process
- There are 3 formal meetings, the pupil's EHC plan annual review, parents' evening, and an 'Individual Education Plan' (IEP) meeting where progress and target setting are discussed
- Parents and carers are given access to the parent portal for 'Evidence for Learning' where learning and achievements are shared. This can be added to by parents and carers from home which contributes to pupils' rich learning journey
- There are also more informal opportunities like open days, family BBQ, daily diaries (where appropriate) termly class newsletters and termly whole school newsletters to find out about school and to meet staff and parents. FOALS, which is a group run by parents and carers have termly coffee mornings for parents to get together and organise events outside of school for children and their families to socialise
- Parents have access to class teachers' email, and phone calls also support the partnership. Information or training are also available across the school year
- All classes at Ash Lea are small and have a high staff to pupil ratio. Pupils have the opportunity to work as a whole class, small groups and individually. When required, some pupils have more detailed personalised programmes
- Decisions around provision are made initially at the time of entry into school through consultation with parents and other professionals. Regular review meetings are held to review progress and provision with both the local authority, parents and class teams

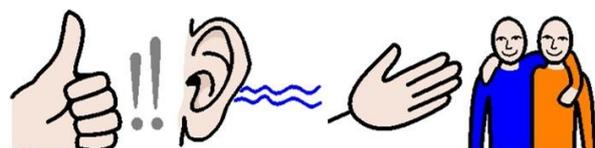


- All pupils have access to after school clubs (to be re-established in the coming year) extended school visits and an opportunity to attend a residential visit at the end of each key stage
- The school has mini-buses and school cars to enable visits to happen. Pupils in the school follow the Nottinghamshire local authority's 'Travel training' programme and consequently using public transport is important to integrate into visits in order to generalise this learning and put this into practical use
- Staff have delegated responsibilities (from health professionals) to support pupils' medical needs (where this is appropriate) and a thorough risk assessment / care plan process is undertaken for off-site visits.
- Ash Lea recognises and respects the individual needs of all pupils. School covers a wide range of ages and abilities and consulting with pupils is based on these factors. The school council has representatives from all classes. Pupils are skilfully supported by staff who know them really well to express their views
- Listening is a key school value "Listen carefully to what others have to say – Everyone has a voice; we listen, accept difference, enable expression and respond" Pupil voice is encouraged and enabled through input into their annual review, through the school council and pupils' contribution towards reviewing progress towards IEP targets and undertaking a review of pupils' views at least once a year
- The school also runs a health and wellbeing group which supports the wellbeing of staff and pupils
- School has a qualified mental health lead as well as two qualified 'Emotional, Support Literacy Assistants' (ELSA) who worked on an individual basis with pupils
- All staff are highly skilled in meeting the needs of pupils with severe and complex needs. Staff receive training on a regular basis to support the breadth of learning, health and therapeutic needs our pupils have. Staff have training on Makaton, communication systems, intensive interaction, sensory modulation, using tablet and eye gaze communication technology and devices, trauma and attachment, safe moving and handling and Coping with Risky Behaviour (CRB) and a wide range of other training to respond to pupil learning needs
- Effective multi-professional working is the key to successfully supporting the pupils' needs at Ash Lea School. Physiotherapy, speech and language therapy, occupational therapy support pupils at the school (NHS provision) and an occupational therapist employed by the school who is a specialist in sensory processing needs that is responsive to needs identified by the school. There is a paediatrician who offers clinics at school. The school is also supported by a link Educational Psychologist who we can refer pupils to for support and who offers support for staff within school
- Ash Lea School had an extension and refurbishment in 2017. The main building in Cotgrave is a single storey with a two-storey extension with lift and stair access. The lift can be used during emergency evacuation procedures. Access to the building and grounds is through a secure gate and a double door in the main foyer. There are also internal fences which allow the pupils to move freely and safely through the grounds and to the mobile building. The school has a range of specialist equipment including an immersive sensory room, hall with hoist, theatre lighting and projectors and



accessible play areas and equipment. The addition of the extension has allowed the school to have three rooms with purpose built overhead hoists, a specialist hygiene suite and a common room for our Post 16 pupils. All equipment is modified to meet the needs of pupils.

- The outside areas are also adapted for all our pupils to encourage physical development, play and a love for the environment. Research is clear that being outside has an impact on levels of regulation and reduces anxiety and this is something that we encourage all our pupils to do. The school also has access for two days a week to a forest school site. The school developed this area and it is used by a targeted group of pupils. There is no wheelchair access to this place currently, but the school has to a small and developing wheelchair accessible outdoor learning provision on the school site
- The school continues to work with a music therapist and offer a day's provision to meet the needs of pupils identified by the class teacher alongside senior leaders
- The school has a full and detailed accessibility plan which can be accessed from the school website
- The school has a formal complaints procedure but in the first instance getting in touch with the school and discussing the issue with the class teacher is encouraged. Parents can also get in touch with the local authority through the EHCP caseworker for issues relating to provision
- The main responsibility for involving other organisations has been delegated to the headteacher
- The school has a finance and personnel governor and a strategy and pupils committees who meet termly and holds one full governing body meetings a term as well as a pay committee meeting in the autumn term
- Signposting parents to information is usually undertaken on an individual basis e.g. at review meetings. The school holds some information on targeted support, short break services etc. However, if the school is unable to signpost then they will support by setting up multi-agency meeting. The Nottinghamshire County Council Local Offer / Nottinghamshire Help Yourself web site is also extremely useful
<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorychannel=10>
- Full admission information can be found on our website; the child's individual SEND needs are taken into consideration to ensure a smooth transition. Once pupils have been allocated a place, we arrange a transition programme. This may involve visits, spending time in class, transition books with photographs, visual timetable, and phased entry, if this is needed
- Pupils are supported for transfer between different classes and phases within school through transition sessions, structured on individual needs. Teachers liaise with the previous teacher to ensure a smooth handover and some staff move classes to ensure appropriate support in a new environment as change and transition can cause extreme anxiety for some pupils, building relationships and professional development around individuals' needs take considerable and are not easily replicated



- The school has a transitions co-ordinator who supports pupils and their families from Year 9 onwards to understand pupil aspirations for life after Ash Lea. During pupils' time at school, the transition co-ordinator will develop their relationship with each family to better understand needs, challenges and aspirations. The transitions co-ordinator also has an excellent and growing knowledge of opportunities available for Post 18
- Pupils in the Post 16 have a sharper focus on life after Ash Lea. In their final year, they will also be offered support into their next placement, including transition visits that best meet each pupil's needs.
- Further information can be found on the school website www.ashlea.notts.sch.uk or through contacting the school office 0115 9892744

Reviewed by: Kate Davies (Headteacher)

Date: 10th May 2024

Next Review Date: 10th May 2025

