



THOMAS ASHTON

Send Information Report

POLICY IMPACT ASSESSMENT

Document Control Information										
Review Period :		Annually								
Document Owner and Reviewer:		David Butterworth/Emma Stewart								
Approval Committee		September 2025								
		Governing Board						Yes	No	X
Revision and Approval History										
See policy impact statement on first page for summary of changes										
Author	Issue	Date Approved	Approved by	Next Review						
Emma Stewart	1	December 2022	Governing Board	December 2023						
				Yes			No			
Diane Newton	2	September 2025	Governing Board	December 2026						
				Yes			No			
Section 3 - Policy development / review cycle				Tick as appropriate						
Has this policy been subject to the policy development cycle? (Appendix B)				Yes		X	No			
Has this policy been referenced with the policy decision tree? (Appendix A)				Yes			No			
Does this policy follow the agreed template headings (Appendix C)?				Yes			No			
Has the equality impact assessment form been completed?				Yes			No			
Section 4 - Current Version Policy Impact				Tick as appropriate						
Are the aims / objectives of the policy still fit for purpose?				Yes		X	No			
How have you measured the effect of the policy on target groups?										
What are the results of their views re impact of the policy. (Attach data)										
Section 5 – Recommendations				Tick as appropriate						
Is this policy still required?				Yes		X	No			
Do we need to make any changes?				Yes			No			X
If appropriate, has legislation or national guidance been checked for latest terminology /updates?				Yes		X	No			
What are the recommendations for policy change?										

Equality Impact Assessment Form		
Does the process affect one group less/more favourably than another on the basis of:		Yes / No
Age	Refers to a person belonging to a particular age	No
Disability	A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	No
Gender reassignment	The process of transitioning from one gender to another.	No
Marriage and civil partnership	Marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex	No
Pregnancy and maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding	No
Race	Race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race.	No
Religion and belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	No
Sex	A man or a woman.	No
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	No
If you have identified potential discrimination, please explain how the exception is valid, legal and/or justified? NA		
If potential discrimination has been identified, are exceptions valid / legal / justified?		enter
Does this policy / service / procedure need adjusting to remove any disadvantage identified or to better promote equality?		enter
Impact Assessment Result (See tool below)		Low impact
Date assessed.		September 2025
Person completing this form		D Butterworth
High Impact The policy or process has a major impact on equality There is significant potential for, or evidence of adverse impact. The policy has consequences for or affects significant numbers of people	Medium Impact The policy or process has an impact on equality There is some evidence to suggest potential for, or evidence of adverse impact. The policy has consequences for or affects some people	Low Impact The policy or process might have an impact on equality There is little evidence to suggest that the policy could result in adverse impact The policy has consequences for or affects few people

SEND Information Report – 2025-26

This annual SEN Information Report outlines the current provision at Thomas Ashton School. It is available on our website www.thomasashton.tameside.sch.uk The report is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

1. What types of SEN does the school provide for?

Thomas Ashton School is a specialist school which provides places for children and young people with significant additional needs who have an Education, Health and Care (EHC) Plan detailing the following needs as:

- Social, Emotional and Mental Health (SEMH)
- Speech, Language and Communication Needs (SLCN)

Thomas Ashton School is part of the New Bridge Multi Academy Trust (MAT).

Thomas Ashton adheres to the admission policy which is available on the school's website. All children and young people have a formal diagnosis of SEMH and/or SLCN.

2. What is our approach to teaching children and young people at Thomas Ashton?

At Thomas Ashton School, we create a nurturing, inclusive, and trauma-informed learning environment where every child can Try, Achieve, Succeed, and Thrive. Our curriculum prioritises emotional regulation, social connectedness, active engagement, and unconditional positive regard, ensuring pupils have access to a curriculum which is tailored to their emotional, academic and neurodevelopmental needs. It aims to enable our children to learn and succeed both academically and personally. Our SEMH pathways are designed to meet pupils where they are, offering a clear, compassionate route to success. Using the theme of trees and growth, each pathway symbolises a stage of development, from laying strong roots, to flourishing in the treetops, branching into bespoke experiences, and growing new shoots to re-engage with learning. All pathways emphasise relationships, safety, regulation, and achievement.

3. How do we adapt the curriculum and learning environment?

We offer three discrete curriculum pathways:

- Roots
- Treetops
- Branches

Roots Pathway

Achieving from strong foundations with confidence and ambition.

The Roots Pathway offers a broad, balanced, and ambitious curriculum for pupils who are ready to access classroom-based learning. It emphasises academic progress alongside personal development, with clear routines, high expectations, and targeted support. Pupils are encouraged to be independent, motivated learners who engage positively with challenges and feedback. Whilst the lessons follow a more formal approach, we use adaptive teaching approaches to support children on the Roots Pathway. They access lessons in the core subjects of English, Maths and PSHE, with cross curricular themes topics for Foundation subjects, alongside Living Skills, Forest School, and Creative Media. Pupils on this pathway will also experience the overarching approach of Positive Regard, Zones of Regulation, Thrive, Skillsbuilder, Asdan Key Steps, Trauma Informed and SEE-KS.

Key Aims

- Secure strong progress in core subjects through adaptive teaching and clear sequencing.
- Embed routines and learning habits (organisation, resilience, reflection, and self-advocacy).
- Foster positive relationships and a culture of respect, responsibility, and aspiration.
- Develop metacognitive strategies; planning, monitoring, and evaluating learning through SkillsBuilder.
- Broaden experiences through enrichment, clubs, CIAG and leadership opportunities.
- Use Evidence for learning (EFL) to provide timely feedback and interventions.
- Promote digital literacy and safe online behaviours.
- Prepare for next steps, qualifications, accreditation, and transition planning.

Treetops Pathway (Nurture)

Laying strong foundations for safety, trust, and readiness.

The Treetops Pathway provides a safe, structured, and predictable environment where pupils develop emotional regulation, relationship skills, and readiness for learning. Grounded in nurture principles, pupils learn in small, consistent groups with a high adult-to-pupil ratio, therapeutic input, and a balanced routine that builds trust and confidence.

Key Aims of Treetops Pathway

- To provide a flexible and preventative resource which is responsive to the particular needs of the children attending the school.
- To provide ongoing assessment and support for children showing signs of emotional stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.
- To provide a secure and reliable environment where children can learn by re-experiencing pre-school nurture from caring adults who actively work towards their successful integration into their mainstream class.
- To help children to learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence through close and trusting relationships with adults.
- To work in partnership with class teachers and parents to enable consistency of approach, both at home and at school.

Branches Pathway

Learning by doing; branching into personalised experiences.

The Branches Pathway provides highly personalised, practical and experiential learning for pupils who thrive beyond traditional classroom settings. Learning is hands-on and community-oriented, using outdoor education, vocational tasters, enterprise, Asdan, SkillsBuilder and project-based tasks to build skills, confidence, and belonging. Functional maths and English learning is competed through BKSB and is enhanced by SkillsBuilder and experiences and learning beyond the classroom.

Key Aims

- Increase engagement through practical, purpose-driven projects with real-world outcomes.
- Develop vocational skills and employability (teamwork, problem-solving, initiative).
- Build independence and self-efficacy in diverse settings (workshops, outdoors, community).
- Strengthen self-regulation through movement, sensory strategies, and structured routines.
- Embed functional literacy and numeracy within authentic tasks (planning, budgeting, communication).
- Enhance wellbeing via outdoor learning, creative arts, and physical activities.
- Promote citizenship and contribution through community links and social action.
- Accredited learning through Asdan unit awards or similar where appropriate.

4. How will the curriculum be matched to my child/young person's needs?

We believe learning and personal development happen best when pupils feel safe, connected, and regulated. Our curriculum pathways are designed to:

- Embed trauma-informed and Thrive-centred practices.
- Foster mutual and co-regulation to build trust and resilience.
- Promote social connectedness, engagement, and confidence.
- Empower pupils with strategies for independence, self-advocacy, and lifelong learning.
- Deliver functional, context-driven learning linked to real-life experiences.
- Ensure literacy for learning and basic functional maths skills, giving every child the tools to succeed in their educational and life journey.
- Ensure that the outcomes and provision in the pupils EHCP's are met through curriculum content and approach.

We achieve this through:

- Holistic integration of academic and social-emotional learning through quality first teaching.
- Active engagement via hands-on, purposeful activities and collaborative tasks.
- Three personalised pathways using Skillsbuilder UK, ASDAN, Nurture, Thrive Approach and bespoke intervention frameworks.
- Consistent transactional supports: sensory-friendly environments, visuals, routines, and responsive adult modelling.
- Consistent use of emotional regulation strategies from Zones of Regulation- understanding that emotional regulation is essential to readiness to learn.
- Strong collaborative partnerships with families and professionals.
- A curriculum underpinned by our Core 'Be' Values: Considerate, Honest, Joyful, Enquiring, Tolerant, Resilient and the eight essential skills: Listening, Speaking, Problem Solving, Creativity, Adapting, Planning, Leadership and Teamwork.
- Targeted interventions from Speech & Language, Art and Drama Therapy, from external providers
- Three pathways dedicated to providing pupils with the most appropriate route into learning in line with their individual needs.

Through this approach, pupils will:

- Demonstrate improved emotional regulation and resilience.
- Engage actively in learning and social experiences.
- Show progress in academic and personal and emotional development.
- Develop lifelong skills to enable them to find success and mental wellbeing beyond school.
- Learn strategies to be able to recognise and regulate their emotions.
- Have improved social engagement skills.

5. How will school staff support my child/young person?

As a fully inclusive school, all our caring, dedicated and well-trained staff are fully committed to enabling your child to reach their full academic, personal and social potential.

All classes have a high staff-pupil ratio to support the diverse needs of all individuals. Qualified staff are experienced in teaching children with SEND. Typically, each class has between 5 and 9 pupils, a Teacher and 2 Teaching Assistants (TA).

In addition to class-based support, we have a Pastoral Care Team who work closely with pupils to promote emotional well-being and positive relationships, and a Behaviour Support Team who provide strategies and interventions to help pupils manage their behaviour effectively. Our EHCP Support Team ensures that all provision outlined in your child's Education, Health and Care Plan is implemented and regularly reviewed.

We also offer targeted interventions through our Intervention Team, which includes specialists in Speech and Language Therapy (SaLT), Art Therapy, Drama Therapy, Clinical Psychology, and Emotional Literacy Support Assistants (ELSA). These interventions are designed to address specific needs and delivered in 1:1 or small group sessions, focusing on areas such as communication, emotional regulation, and mental health.

Together, these teams work collaboratively to create a nurturing, structured environment where every child can thrive academically, socially, and emotionally.

6. How do we consult parents of children and young people with SEN and involve them in their child's education?

Annual reviews are arranged routinely. Parents are encouraged to complete a personal view to contribute to the review process. Parent views will be shared and discussed at the review. Staff work closely and effectively with families to help them to sustain children and young people's positive behaviour. Strategies are shared with families for consistency and support; this helps children and young people to develop self management and resilience in all contexts. SLT, middle leadership, pastoral and class teachers' welcome parents on a daily basis. We are here to listen and support where we can.

Parents/carers are fully included in, and regularly informed about, their child's education. We have an open-door approach to working with parents/carers and our pastoral teams dedicate their time to developing and maintaining positive working relationships with both parents/carers and children and young people. This work includes:

- Transition visits for new parents
- Daily home/schoolbooks for information exchange annual review meetings
- Parent governors
- Parents' evenings
- Coffee mornings
- Parent involvement in changes in school through informal and formal consultations and questionnaires
- Signposting parents to support networks
- Platforms for attainment and communications with Arbor and Class DoJo

7. How do we consult children and young people with SEN and involve them in their education?

Annual reviews are arranged routinely. Children and young people are encouraged to complete their personal views in order to contribute to the review process. These views are shared and discussed in the reviews. The reviews are person centred, capturing progress and identifying early, if any area of need is not being met effectively. Step targets are created in line with individual targets set out in sections E and F of the EHCP to ensure accurate support is in place, outcomes are achievable, and the correct provision is being offered. Subsequently, action is taken to ensure the offer is appropriate to meet need. This may involve personalised interventions, bespoke timetables, requests for additionality.

The School Smart Council gives all children and young people a voice and allows them to contribute to all aspects of school life.

8. What support with there be for my child/young person's overall wellbeing?

We strive to be a fully inclusive school where every member of our community is valued and respected, in line with the Equality Act 2010. Our approach is rooted in unconditional positive regard, ensuring that every pupil is seen as capable and worthy, regardless of challenges. We intentionally plan for success and create a safe, predictable environment where pupils feel understood and supported.

Pupil wellbeing is central to everything we do. We promote healthy lifestyles and mental health through:

- Daily routines that build security and independence
- Breakfast offered to all pupils every day
- Staff trained in trauma-informed practice and promoting positive mental health
- Outdoor learning spaces to connect with nature
- Movement-based brain breaks to support regulation
- Music sessions led by a specialist teacher
- Therapeutic interventions (drama therapy, art therapy, ELSA, SaLT, clinical psychology consultations)
- Strong multi-agency links (school nurse, social care, CAMHS) for holistic support
- Emotion regulation strategies (Zones of Regulation, post-incident learning) delivered with empathy and curiosity
- Language that fosters a growth mindset and resilience

Reflection time is used twice daily to help pupils explore feelings and experiences in a supportive, non-punitive way. Staff remain vigilant to changes in behavior, responding with compassion and timely support. Our pastoral and safeguarding teams work collaboratively to ensure every pupil's social, emotional, and mental health needs are met.

9. What specialist services and expertise are available at or accessed by the school?

All staff work as a united team and ensure that the individual needs of all pupils are met including; behavioural, communication, health and social needs. Additional specific advices and support and guidance can be accessed as part of Tameside's Local Authority. These services include:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychologist (EP)

- Drama Therapy
- Art Therapy
- School Nurse
- Social Workers
- Child and Adolescent Mental Health Services (CAMHS)
- Tameside SEN Team
- Sensory Support Team
- Education Welfare Service (EWS)
- Tameside Families Together (TFT)
- Early Help Advisor (EHA)

Tameside's Special Educational Needs Advisory Team offer support and advice to schools for all areas of SEND. For more information on Tameside's services, please see their Local Offer. Transport is provided for some of our pupils by Tameside Council and we work well with the transport department to ensure pupils are transported to and from school smoothly and safely.

10. What training have the staff supporting children/young people with SEND had?

All staff at Thomas Ashton School continually access training and support relevant to the needs of all our children and young people. Individual and whole staff training include:

- Safeguarding (KCSIE)
- Skillsbuilder
- Health and safety
- Epilepsy awareness
- Neuro sequential Approach
- Behaviour Smart
- CPOMS
- Rescue medication
- Moving and handling
- Team Teach
- Sensory Processing
- Arbor
- Evidence for Learning
- Phonics
- Talk for Writing
- Curriculum Focussed CPD

At Thomas Ashton School, training is ongoing and regularly reviewed. We ensure that additional training is provided wherever necessary, so all staff are well-equipped to remove barriers to learning.

At Thomas Ashton we strive to develop staff professionally and personally. We have a dedicated training and development team (Everyone Learning) who help to organise and coordinate external training, and support staff to achieve successful outcomes in the following:

- Apprenticeships
- Degrees
- QTS/QTLS
- NPQML/SL/H/EL

Non-teaching staff have regular probation meetings with an allocated probation manager to ensure they are receiving the support they need to be successful in their roles

11. How do we assess and review children and young people's progress towards their outcomes?

Children and young people are assessed regularly throughout the year to influence support, need and opportunities. Baseline assessments are completed in September for all children and young people at the point of entry. These assessments identify strength and areas for development. Teachers use this information to personalise and modify learning, and it is at this stage that we can start to identify appropriate pathways to ensure the most appropriate and effective learning opportunities are offered to each individual, according to their strengths and areas for development. Rigorous systems are in place to track progress and assessment. These are monitored and reviewed regularly; the outcome of this process informs next steps for school improvement. Regular Internal Management Boards, Governors' and Trustees' meetings are held in order to quality assure our provision, to ensure it is fit for purpose and accessible to all children and young people, allowing them to flourish.

The following assessment tools are used throughout each curriculum pathway is dependent on stage;

- Evidence for Learning
- Skillsbuilder
- Showbie
- BKSB
- Talk for Writing
- Talk for Stories
- Regular observations
- Photographic and worksheet type evidence

- EHCP step targets
- White Rose Maths assessments
- Read Write Ink
- PSHE association assessment framework
- SATs
- Functional skills
- End of term assessments through the individual schemes of work
- Mock exams
- NGRT exact reading assessment

12. How will we secure specialist expertise?

In order to ensure staff are continually developing their knowledge and skills in these areas of expertise and are able to competently support children and young people, we work in partnership with highly skilled professionals and advisors who are readily available to support when required. External and internal professionals are scheduled to attend school to support individual staff members to improve practice in and out of the classroom. They offer expert advice, strategies and guidance via the following: presentations, whole school training, class observation and feedback, one-to-one discussion, and question-and-answer sessions.

To maintain a consistent development programme across the Trust, we utilise support mechanisms provided by the central MAT team, including Executive Advisors for curriculum, teaching and learning, safeguarding, behaviour, and Apple Coaches. These specialists work alongside school leaders and staff to embed best practice and ensure alignment with MAT-wide standards.

We have developed networks and positive working relationships with other special schools within the MAT and regularly share best practice and attend in-house training to showcase what works well.

13. How do we involve other organisations in meeting the needs of children and young people with SEN and supporting their families?

At Thomas Ashton School, we believe that positive partnerships between parents, carers, and the school are essential for all pupils to achieve their full potential. It is very important to us that parents and families feel confident in the school and that we nurture strong relationships, ensuring we have as much information as possible to offer appropriate learning experiences for each individual to

develop to their full potential. We value your views and input in your child's education and development.

Parents/carers are always welcome to arrange meetings with class teachers, the Pastoral, and the Safeguarding team to discuss their child's support and progress at any point throughout the year. Communication can take place via Class Dojo, phone calls, email, or through a face-to-face meeting. Members of staff from class are often available to talk before or after school, with an appointment made for a mutually convenient time.

Annual Review teacher reports are sent home prior to the meeting, where parents and staff can discuss any changes they feel need making to the child's Education, Health and Care Plan (EHCP). Pupil views are also considered during this process. Children's progress and achievements are celebrated at Parent/Carer Evenings provide an opportunity to speak to the class teacher and review their child's work.

Phone calls and emails are used as reminders and for quick information sharing. On occasions, we may need to discuss with parents/carers any challenges a young person may be experiencing with their behaviour. This may involve implementing a bespoke behaviour plan to support them in developing strategies to manage their behaviour. We believe that consultation with parents/carers helps establish a consistent approach, which is beneficial to the individual's ongoing progress.

Thomas Ashton is supported by the following key services:

- Governing Body
- Tameside Local Authority
- Positive Steps
- Children's Disability Team
- Safeguarding Team
- Speech and Language Therapists
- Occupational Therapists
- School Nurse
- Healthy Young Minds
- Behaviour Analysts
- Educational Psychologists
- Transport
- MAT Central Team

We endeavour to work collaboratively with these services to provide the most effective and consistent support for children, young people, and families. Some of the services listed above attend reviews and visit children and young people in school to monitor their progress and needs, sharing information with the school to ensure continuity of care.

Key professionals also work closely with our Training and Development Team to provide appropriate training courses and drop-in sessions, helping staff develop their knowledge of the services available and what they can offer. Parents/carers are invited to sessions where appropriate, ensuring they are informed and engaged in the support network surrounding their child.

14. Who can I contact for further information?

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. If necessary, they would direct you to the school's pastoral or safeguarding teams, who would be able to provide more detailed information for you.

The school admin team (0161 368 6208) will be able to support you with any general enquiries.

15. How do we handle complaints from parents of children with SEN about the provision made at the school?

The complaints policy is available on the school's website.

16. Who can young people and parents contact if they have concerns?

Class teachers are the initial point of contact for children, young people and/or parents should they have any concerns. Alternatively, the following teams are available depending on the nature of concern.

- Pastoral team
- Curriculum leads
- Safeguarding team
- Behaviour Support team
- SLT

17. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Transition to Thomas Ashton School is planned on an individual basis in order to best suit the pupil's needs. This may include transition visits and/or additional tours of the school prior to starting.
- Transition to a Key Stage 4 setting is also done on an individual basis as our children go to a variety of settings for their next stage. We ensure that we have as much additional transition time as possible for the child to ensure that they are familiar with the next setting prior to starting. At Thomas Ashton, we work closely with our link schools to share information and plan individualised transitions for our pupils. Parents' views play an important part of the transition process and by working together, we aim for children to confidently and successfully move on with the next stage of their education.
- At time, it is agreed for a child to transition back to a mainstream setting. If suitable, this would be discussed during an annual review meeting with an individual plan agreed upon with the mainstream setting, Local Authority and parents/cares.

18. What other support is available?

Tameside's SEND Information Advice and Support Service (SENDIASS) can provide information, advice and support regarding any aspect of SEND.

Telephone: 0161 342 3383

Email: sendiass@tameside.gov.uk

To find out more about the local offer of support which is available for disabled children and young people, and those who have SEN on the Tameside Service Directory, please go to <https://www.tameside.gov.uk/Tameside-Service-Information-Directory> or contact the Family Information Service:

Telephone: 0161 342 4260

Email: sid@tameside.gov.uk