

# Ashleworth C of E Primary School



## SEND Information Report

Approved by:	Full Governing Body
Date:	8 March 2021
Next review due by:	March 2022

## **Ashleworth C of E Primary School**

### **Local SEND Offer- Our approach to supporting children with Special Education and Needs or Disabilities. (SEND)**

As Ashleworth C of E Primary School, we endeavour to support all children to achieve their full potential. In order to achieve this aim, we implement a variety of actions to support the children. Instrumental to this is a commitment to Quality First teaching which is vital for all children; however, we recognise that for some children this is not enough and that, on occasions, further support may be needed to ensure their learning needs are met.

There have been recent changes in the approach to supporting children with Special Educational Needs or Disabilities. (SEND) We would like to explain how at Ashleworth C of E Primary School we aim to support children with SEND. Please contact our Headteacher: Mrs Michelle Kelly or the Special Needs Co-ordinator (SENDCo): Miss Richelle Daniels if you have any queries or would like anything explained further.

We support children across the four areas of SEND need:

- Communication and Interaction
- Physical and Sensory
- Social, Emotional and Mental Health
- Cognition and learning.

#### **How does school know/identify that children have special educational needs (SEN)?**

If a child has identified needs when they join our schools, staff will work closely with parents and professionals involved. Concerns can be shared, along with any prior information about the child. In addition, school will liaise with preschool or previous educational settings to ensure that the child's needs are met. Children's progress is consistently assessed and tracked by the teaching staff and monitored by the subject leaders and Headteacher. Class teachers will raise any concerns they may have about a child and this will be discussed with the Special Needs Co-ordinator (SENDCo). From there, appropriate assessments will be carried out, if necessary, and we can begin to put in place support.

#### **What are the first steps our school will take if special educational needs are identified?**

The class teacher will meet with the SENDCo /Head and other staff who work with the child. We will arrange to meet with the parents if this has not already been done. When special needs are identified we will look to put in place support strategies. If appropriate we will involve external agencies to work with the child or offer advice to the staff.

### **What should parents/carers do if they think their child has SEN? How can they raise concerns?**

At Ashleworth C of E Primary School, we have an open door policy and encourage parents to raise any issues immediately. Please speak to your child's teacher and we can plan the next course of action from there.

### **How will our school include parents and children in planning support?**

We want parents and the child to be fully involved in the planning of support. We will always work with the children and they will discuss and review their targets regularly. Pupil voice about issues that involve them is an important approach to meeting a child's needs. The Class teacher or SENDCo will regularly meet with parents to discuss support and to review any plans that are in place.

### **How will our school teach and support children with SEN?**

All children with SEND are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Headteacher, SENDCo and all other members of staff have important responsibilities to ensure access to the Curriculum. All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for all/most of the week with their peers in mainstream classes by class teachers and study the curriculum at the appropriate level for their ability. Pupils may sometimes be taught by a TA on an individual or small group basis. With advice from and the support of the SENDCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes

### **Access to the Wider Curriculum**

In addition to the statutory National Curriculum, the school provides a wide range of additional activities. All pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully.

Risk assessments are carried out and procedures put in place to enable all children to participate.

### **How accessible is the school environment?**

We are happy to discuss individual access arrangements.

### **What are Gloucestershire schools expected to provide from their allocated SEND budget?**

Please visit SENCOSPOT for further details. Search for SENCOSPOT and follow the link to the Gloucestershire Guidance Booklet.

We follow the Graduated Pathway, which features three tiers of increasing support:

**My Plan** If children are not making expected progress through quality first teaching and Wave 2 interventions have not been effective, a My Plan may be put in place. This will give the child specific targets to work on, within a 6 week timeframe. It will outline any additional support and resources that will be put in place to support that child in achieving the desired outcome. My Plans are reviewed regularly by the teacher and the SENDCo.

**My Plan +** After 2 reviewed My Plans, the child is still not making the desired progress against their targets, it may be necessary to put a My Plan+ in place. This will be reviewed three times a year in a Team Around the Child (TAC) meeting. This is where outside agencies, along with the parents, class teacher and SENDCo, meet to discuss the child's progress and what support and intervention will support the child further.

**EHCP** If the child's additional needs are more complex and require specialist intervention and support, the SENDCo, in consultation with parents and other relevant agencies, will apply for an Education, Health and Care Plan (EHCP), from the local authority. This will ensure that funding and resources will be allocated to support the school in providing an appropriate and effective provision, to meet the child's needs. This funding and provision will be reviewed annually, at the Annual Review, in consultation with all agencies involved, the child, the parents, the class teacher and the SENDCo. This will be assessed by the local authority, using the Resources Allocation System (RAS). A copy of this can be found on the Glos Families Directory website.

Before completing all three levels of support, the child will complete a My Profile, gathering their thoughts and feelings on school, home, the things that help them and the things that do not.

### **What provision will my child receive? How will the progress be monitored?**

The SENDCo will work closely with the class teacher to plan and oversee appropriate provision for your child. The provision plan will be shared with parents. Support may be planned within the classroom and provided by the class teacher or teaching assistant. Sometimes small group or individual interventions will be put in place, these groups will usually be led by a teaching assistant. The SENDCo will ensure that the information about a child's SEN (Statement of educational needs) or EHC (Education health Care Plan) is shared and understood by teachers and all relevant staff who come into contact with that child. The Headteacher carries out regular tracking of all pupils' progress. Formal and informal assessment is ongoing in the classroom. Any interventions are carefully monitored to ensure that they are appropriate to the child and that progress is being made. SEN provision is formally reviewed three times a year, when the SENDCo meets with class teachers and teaching assistants. However provision and progress is continually monitored. Parents evenings are held twice a year and well as informal class

drop in sessions. For children with a SEN or EHC plan formal reviews are held yearly with the child, parents, school and all other appropriate agencies.

### **Who oversees the SEND provision at Ashleworth C of E and Churcham Schools and what is the role of the SEN Governors?**

The Headteacher is responsible for the overall management of the school's SEND provision. The SENDCo and Head work in close consultation with the SEND Governor in the development and monitoring of the SEND policy. The governors work in cooperation with the SENDCo and Head to determine and implement the policy, establish the approach to the school's provision for children with SEND and to report to parents. The SEND governor monitors the school's work on behalf of the children with SEND.

#### **Staff expertise:**

As a small school, our training is primarily needs lead. The SENDCo at Ashleworth C of E School holds the NASENCO award and attends regular training and cluster meetings to ensure that the school is kept up to date with current SEND issues and provision. Our Teaching Assistants are very skilled in supporting individuals and small focused groups. All staff receive regular training and updates related to SEND.

### **What support/interventions programmes does the school run for children with SEND? Activities used to support children with autism:**

Visual timetable

Social stories and small social group work

Task cards to break down instructions into clear sequenced steps to develop independence

Resources to support sensory development

We have support from the advisory teaching services, communication and interaction team, Speech and language Therapists. They work with the child, parents and staff to offer individual advice. All our staff have up to date autism training.

#### **Provision for children with Moderate Learning Difficulties:**

Classroom TA support is provided.

Additional support includes:

Materials to support literacy and numeracy. These are dependent on individual needs.

Literacy and Numeracy booster groups

One to One support for specific difficulties

Motor skills support- e.g. letter formation support

Numicon resources to support numeracy

Materials and activities to develop memory skills

Gross Motor Skills using the Fizzy Programme

#### **Provision for children with Speech, Language and Communication Needs:**

Materials include:

Speech and language materials. We would work with a child's speech therapist and use materials they provide to support individuals.

Language for thinking- a programme to support comprehension skills and understanding of vocabulary.

Word banks and other vocabulary support

Word finding activities and prompt mats

Visual timetables and other aids to support the development of social language

### **Emotional and Behaviour support:**

We work closely with all staff and parents to ensure a consistent approach to any behavioural issues. We put in place behavioural support methods dependant on the child's individual needs. We are also able to call in support from the local authority behavioural support team or other behavioural specialists/ teachers from special schools. We have resources in school to support children with emotional difficulties and again can involve appropriate external agencies.

### **Which other services do we use to provide for and support our pupils/students?**

We ask for the expert advice from other specific health services, organisations and specialist teachers. This will be carefully discussed and explained with the parents/carers beforehand so that they fully understand the nature of the support and feel that it is appropriate for their child.

### **How do we arrange and support a transfer to another school/educational establishment?**

We recognise that transitions can be difficult for a child with SEND 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 SENDCO and ensure he/she knows about any special arrangements or support that need to be put in place 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 will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. The SENDCO will also attend these meetings. All My Plan etc information will be shared with the new teacher. Transitions from Pre-school to Reception is carefully managed. In year 6, the SENDCO and class teacher will attend transition meetings with the secondary school. Your child will be involved in focused learning about aspects of transition to support their understanding of the changes ahead. All children will attend secondary transfer days and when appropriate your child will visit their new school on several occasions. Staff from the new school will visit your child in this school.

### **What special arrangements are made during formal assessments?**

Where appropriate the SENDCO will work with the class teacher to ensure that barriers to assessment are reduced. In the case of KS2 SATs, school can apply for various arrangements to be put in place to ensure that every child has a fair chance of accessing the tests. We have a Teaching Assistant who is highly experienced and skilled with supporting children in preparation for and throughout KS2 SATs.

**Where can you find our SEND policy?**

There is a copy of the policy on our school website and also by contacting the schools.

**How is the decision made about how much support my child will receive?**

When a child joins our schools, support is initially, put in place based on the information received from the previous setting. The class teacher and SENDCo will carry out a series of assessments during the first 2 weeks of joining our schools. The SENDCo will also liaise with the SENDCo from the previous setting to ensure an appropriate programme of support is put in place, to fully meet the needs of the child.

If a child has an EHCP, provision will be put in place in line with the outcomes that are on the plan.

**Other useful policies:**

Offsite visit policy- This is our policy on day trips, school outings, health and safety arrangements

Complaints Policy- This policy is in place if you are not happy

Supporting Pupils with Medical Conditions - The school policy requires written permission and information to be given to the class teacher or associated teaching assistant. This is explained in this policy

Accessibility Strategy- Including details about disability access

Anti-bullying policy- We have a rigid anti bullying policy in place

**Who can you contact for more information?**

Please speak to your child's teacher as soon as you feel there is an issue. The SENDCo/Headteacher will also be very happy to discuss any concerns and offer any advice.

Headteacher – Mrs Michelle Kelly

SENDCo – Miss Richelle Daniels      email: [rdaniels@churham.gloucs.sch.uk](mailto:rdaniels@churham.gloucs.sch.uk)

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