

SEND Information Report

This report complies with:

- > section 69 of the Children and Families Act 2014
- > the SEN information specified in Schedule 1 to the Special Educational Needs and Disability Regulations 2014
- > statutory guidance is available in paragraphs 6.79 to 6.82 of the SEND code of practice: 0 to 25 years
- > paragraph 3 of Schedule 10 to the Equality Act 2010

2025-26

Last updated: Sept 2025
with input from SEND parents



SENCO

Mrs Athersuch

01932 227695

senco@ashley.surrey.sch.uk

CARE CHALLENGE EXPLORE



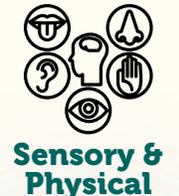
SEND Information Report

Some children start school with already identified needs and following consultations with parents/carers, previous settings and outside agencies, appropriate support and interventions are put into place as soon as these children start school. In some cases a child's special educational needs may not be apparent until they are at school. Ashley C of E Primary School is a 3-form entry mainstream school. We have no specialised units or specialist teachers of SEND, but strive to be as inclusive as possible. Our current children with SEND (special educational needs and disabilities) have a wide range of difficulties and strengths and our aim is to provide the best possible education for all our children. We ensure there is adequate representation of disadvantaged groups at all level of school - school council, class responsibility

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress. The SEN Code of Practice says: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made... A child of school age has a learning difficulty or disability if he or she:

- > has a significantly greater difficulty in learning than the majority of the same age in local schools, or
- > has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

We adopt a graduated approach to meeting needs through high quality adaptive teaching. Our staff make reasonable adjustments for children with a disability. Our school currently provides additional and/or different provision for a range of needs, including:



CARE CHALLENGE EXPLORE



Identifying Pupils with SEN

Some of our children are identified as having SEND or a disability prior to joining us. We liaise closely with any feeder schools and nurseries sending children with known special needs. Other children are identified as having SEND during their time with us.

When considering whether a pupil has SEND, the 2015 Code of Practice advises that a pupil may be identified as having SEND if, despite receiving high quality adaptive teaching and additional support, he or she makes less than expected progress.

This can be characterised by pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Has been impacted by their life experiences (PPG, PLAC, LAC, vulnerable groups etc)



CARE CHALLENGE EXPLORE



Identifying Pupils with SEN



The progress of all pupils is monitored informally on a continual basis in all areas of learning and development. Formal monitoring of progress is captured 3 times a year and this data is discussed with teachers and senior leaders (assess).

Where a pupil has made less than expected progress despite receiving high quality teaching and additional support, senior leaders will recommend an Early Identification of Concern is completed (plan). These strategies are implemented over a set time (do) and then reviewed. If progress still isn't seen, then the teacher meets with the SENCO to discuss which stage of the graduated approach the child is at and the next steps. This may include capturing pupils' strengths, needs and supportive strategies on a pupil passport or a SEND support plan. This is done in conjunction with parents/carers.

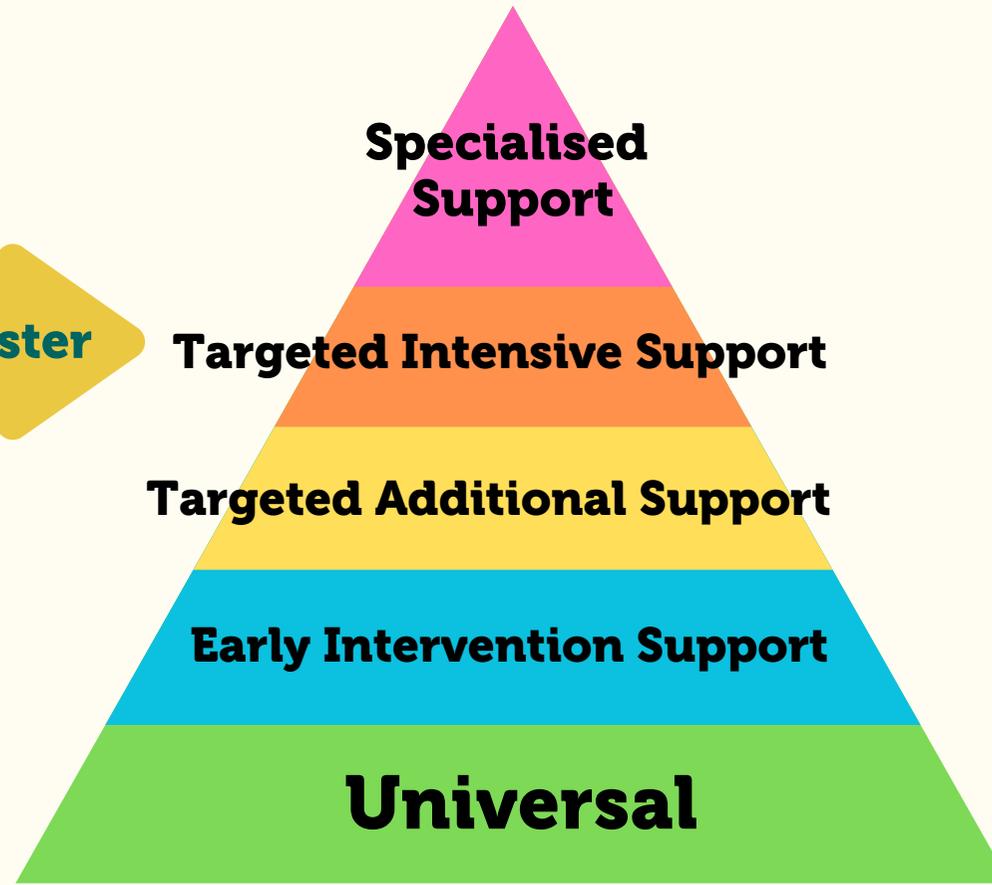
Parents/carers are encouraged to talk to their child's teacher initially, and then the SENCO or Assistant Head for Wellbeing & Pastoral if they have a concern about their child's educational needs or progress.

CARE CHALLENGE EXPLORE

SEND Graduated Approach Stages

A diagnosis does not automatically mean a child needs a SEND Support Plan and children who are on the SEND register don't need a diagnosis to have this level of support.

SEN Register



Supported by:

High Quality Adaptive Teaching

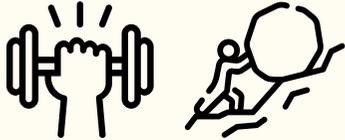
Ordinarily Available Provision

CARE CHALLENGE EXPLORE

Involving Parents

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision.

These conversations will ensure that:



Everyone develops a good understanding of the pupil's areas of strength and difficulty



Parents'/carers' concerns are considered



Everyone understands the agreed outcomes sought for the child



Everyone is clear on what the next steps are

Parents of pupils with SEND will have access to their SEND support plan or pupil passport (dependent on stage of graduated approach) online via Provision Map through Edukey.

Parents/carers are invited to attend the Annual Reviews for pupils with EHCPs to discuss the needs of their child.

When outside agencies are involved, parents are invited to discuss their child's difficulties with the professional and a copy of the report or recommendations is always sent home with the child.

CARE CHALLENGE EXPLORE

The SEND Register

This is an internal list of children who have been identified as having a special educational need in discussion with the SENCO and parents; it is managed by the SENCO.

Being on the list means that your child requires support that is additional and different to what the school is already providing through high quality teaching and ordinarily available provision. They will have a SEND Support Plan through Edukey and progress against targets will be measured formally three times a year. A child does not require a formal diagnosis to be on the register and having a diagnosis doesn't automatically mean they are added to the register. Pupils whose needs can be met through ordinarily available provision but do not currently need a targeted intensive support, may have a pupil passport.

If a learner make adequate progress and no longer requires support that is additional and different to ordinarily available provision, then they can come off the SEND register. A pupil passport can be used to capture specific provisions that work specifically for that child and can be monitored to ensure they maintain age-appropriate progress.

Parents/carers are formally notified through an email but discussions with parents, teachers and SENCO will have already happened.

CARE CHALLENGE EXPLORE

Reviewing Pupils' Progress



As part of the assess, plan, do and review cycle, we look at the actions needed to support a child towards their outcomes.

These actions are:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- The pupil's development in comparison to their peers
- The views and experience of parents/carers
- The pupil's own views - a One Page Profile is completed
- Advice from external agencies where relevant

Parents and carers are involved in reviewing pupils' progress during parent consultations where they have an additional 10 minutes and via Edukey. This is included in their SSPs. Click on Reporting Cycle to read more.

Reporting Cycle



OCTOBER
HALF TERM



FEBRUARY
HALF TERM



MAY HALF
TERM

CARE CHALLENGE EXPLORE

Joining & Transition

Children who join us in their reception year have a full induction programme. This includes a presentation for parents/carers, visits by the children to the school and visits by the staff to the early years settings before they join as well as home visits in the autumn term.

We have a robust transition programme in place for the whole school moving up to their new year group or the next stage of their education. In the summer term, the children have the opportunity of meeting their new teacher and spending time in their new classroom. This enables them to make a smooth transition.

When children join us from other schools, the Inclusion Leader will contact the previous school for additional notes on the child. Where necessary, a member of school staff (Inclusion Leader, SENCO or class teacher) visits the previous school to ascertain what resources and teaching strategies are in place for a particular child, in order to ensure a smooth transition.

Very similar arrangements exist for our year 6 pupils, who are transferring to secondary school. Handover forms, completed by the Inclusion Leader, SENCO and year 6 class teachers, are forwarded to all relevant secondary schools in the summer term prior to transfer. All year 6 pupils spend at least one day in their new schools. When considered necessary to ensure a successful transition, the SENCO will also arrange for SEND and/or other vulnerable pupils to make additional visits to their new secondary schools. The SENCO also attends the annual secondary transfer event organised by the secondary feeder schools, where primary and secondary SENCOs meet face to face to discuss each SEN/vulnerable pupil in detail.

CARE CHALLENGE EXPLORE

Teaching Approach

Class teachers are responsible and accountable for the progress and development of all pupils in their class. We support the adults supporting pupils with SEND with improving their expertise and knowledge through CPD, coaching and specialist support. High quality adaptive teaching is our first step in responding to pupils who have SEND or are disadvantaged. This will be adapted where necessary for individual pupils.

We also provide the following interventions/provisions to support pupils with their learning:



Literacy for All
A reading accuracy and fluency programme



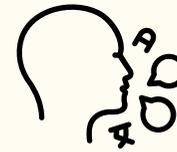
Lego Therapy



Phonics Keep-Up & Catch-Up



Daily reading & reading comprehension



Support for Speech & Language targets



Precision teaching for maths & English



Fine Motor & handwriting



Plus 1 & Power of 2 maths support



Drawing & Talking



NELI (Nuffield Early Language Intervention)



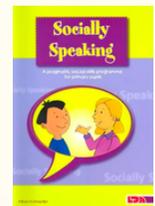
Restorative Approaches



ELSA (Emotional Literacy)



Nessy Reading & Spelling



Social Skills Groups

CARE CHALLENGE EXPLORE



Plus more

Adaptations

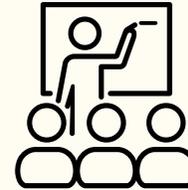
Our staff have been trained to identify possible barriers to learning which children may have and what they can to remove or minimise these barriers. This may involve the following:



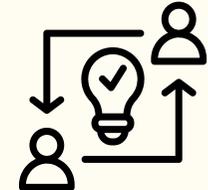
Adapting resources & tasks



Using recommended aids (laptops, coloured overlays, visual timetables, larger font etc)



Scaffolding our teaching e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



Adapting our curriculum to ensure all pupils are able to access it, e.g. by grouping, 1:1 work, teaching style, content of the lesson, etc.

Where pupils have been assessed by outside agencies, e.g. Speech and Language Therapy or Educational Psychologist, teachers ensure that the recommendations made by these practitioners are implemented, as far as possible. If a pupil has an EHCP (Education, Health and Care plan), the level of support listed in the document will be provided.

We consider our environment to be fully accessible. Ashley is equipped with disabled toilets, ramps and other specialist equipment. Additional support resources are bought for children with special needs and stored in a centralised area unless specific to the individual child. Class teachers tailor their classroom layout/displays depending on the needs of the children.

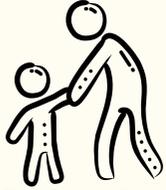


Accessibility Plan

CARE CHALLENGE EXPLORE

Social & Emotional Development

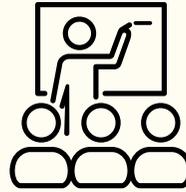
As a school, we fully recognise that a child's emotional and social needs are as important as their academic ones. We provide support for pupils to improve their emotional and social development in the following ways:



Whole school Nurture Approach using the Boxall Profile to identify needs



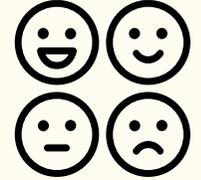
Pupils with SEND are encouraged to take on a leadership role in the school



All children participate in PSHE lessons (Personal, Social and Health education)



All approached underpinned by our school values of Care, Courage, Curiosity



Three trained ELSAs (Emotional Literacy Support Assistants)

The school has high expectations of behaviour; bullying or other challenging behaviour, is regarded as completely unacceptable and not inline with our school values. Members of staff are available to support children and play an active role in upholding the Behaviour and Relationship policy aslong with the Anti-Bullying policy which includes guidance on expectations, rewards and consequences.

All members of staff have been trained in restorative approaches. Our office team manage the administration of medicines and provision of personal care. Staff members are trained to administer emergency aid to pupils with specific medical needs as well as being first aid trained. The school has an up to date Medical Policy in place.

CARE CHALLENGE EXPLORE

Specialist Services & Expertise

We aim to ensure that all staff working with pupils who have SEND possess a working knowledge of the child's needs in order to support them in accessing the curriculum. Where it is felt that external support is necessary, we discuss any referrals with parents/carers first and gain full consent before proceeding. The school regularly works with the following agencies in supporting the needs of the children, including those organised privately:



**Autism Outreach
(Freemantles)**



**STIP (Specialist
Teachers for
Inclusive Practice)**



**Primary School
Mental Health
Worker (CAMHS)**



**Physical & Sensory
Support**



**REMA (Race,
Equality &
Minority Support)**



**Weekly staff CPD
and INSET
training**



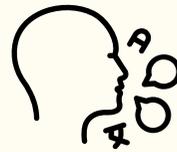
Mindworks



**GST & local
Network events**



**Educational
Psychologists**



**Speech &
Language Therapy**



**Occupational
Therapy**

This is not an exhaustive list - we also access other external services relating to specific needs of individual training.

CARE CHALLENGE EXPLORE

Inclusion outside the classroom

Our school promotes involvement of all our pupils in all aspects of the curriculum including activities outside the classroom:

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.

All pupils are encouraged to go on our residential trips and educational visits. Special consideration and adaptations are made in order to remove as many barriers as possible to ensure that all children are able to participate.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where there are concerns of safety and access, further thought and consideration is put in place to ensure the needs are met. Where applicable parents/carers are consulted and involved in planning. We always produce thorough risk assessments of all off-site activities.

CARE CHALLENGE EXPLORE

Evaluating the effectiveness of the SEND provision

We review the effectiveness of provision for pupils with SEND by:



- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCO and Inclusion Leader
- Using individual Send Support Provision plans to measure progress
- Holding annual reviews for pupils with EHC plans

The school has tracking and monitoring systems in place and staff are constantly reviewing the provision for all pupils, including those with SEND. Class teachers meet termly with parent(s)/carer(s) to review and update the SEND Support Plan, assessing progress against desired outcomes. The completed paperwork (via Provision Map/Edukey) is monitored by the SENCO.

There is a link local committee member who meets with the SENCO to discuss the effectiveness of the SEND provision.

CARE CHALLENGE EXPLORE

Support for Parents & Carers

Supporting children with additional needs and disabilities should be a team effort and we have access to a network of expert advice and resources to guide families through identifying and supporting needs. The advice is always developing and improving as families share their knowledge with school. There is a SEND parent group run independently, and a forum set up by Family Voice.



We run courses and workshops for parents covering a range of needs and always looking to improve our offer. We work closely with other local schools to share knowledge and resources. A half-termly newsletter is produced to keep parents and carers up to date with latest developments and also signposted to useful information. Leaflets are produced to support initial understanding of processes and terminology.



CARE CHALLENGE EXPLORE



Glossary of Terms

SEND	Special Educational Needs and Disabilities - a legal term for children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.
EHCP	Education, Health and Care Plan - a legal document outlining a child's special educational needs, support required, and desired outcomes.
EHCNA	Education, Health and Care Needs Assessment - the process of assessing if a child needs specialised support through an EHCP.
SENCO	Special Educational Needs Coordinator - a teacher responsible for coordinating SEND provision in schools.
SSP	SEND Support Plan - a document detailing specific learning goals and support strategies for a child with SEND.

Graduated Approach	A four-part cycle (Assess, Plan, Do, Review) used to support children with SEND.
CAMHS	Child and Adolescent Mental Health Services - NHS services for young people with emotional, behavioural, or mental health difficulties. In Surrey, it is called Mindworks.
SALT	Speech and Language Therapy - support for communication, speech, and language difficulties. SENCO can refer.
EP	Educational Psychologist - assesses learning and emotional needs and advises on support strategies.
Reasonable Adjustments	Changes made to ensure children with a disability can access education and participate fully.
OT	Occupational Therapy - support for functional difficulties such as dressing, sensory needs, fine and gross motor skills. SENCO can refer.

CARE CHALLENGE EXPLORE

Glossary of Terms

Four Broad Areas of Need	
Communication and Interaction	Difficulties with understanding or using language, or in social situations. (Speech, Language Communication Needs - SCLN, DLD, ASD)
Cognition and Learning	Learning difficulties and disabilities that affect a child's ability to learn. (Specific Learning Difficulty eg dyslexia, dyscalculia, MLD, PMLD, GDD)
SEMH	Difficulties related to a child's social, emotional, and mental well-being. (ADHD, anxiety, attachment)
Sensory and Physical	Sensory impairments (e.g., hearing or visual impairment) or physical disabilities.

The world's understanding of special educational needs is growing all the time so whether you are new to the concept of SEN or a seasoned veteran, there are always new words and terms to become familiar with.

With that in mind, Geldards have launched their first SEN glossary to help parents and carers tackle those tricky acronyms and confusing terms so that they can be fully informed and support their child with confidence.

