

Ashley CofE Primary School
SEND Report 2023-2024

What kinds of special educational needs are provided by the school?	<p>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.</p> <p>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 adopt a graduated approach to meeting needs through high quality adaptive teaching and our staff make reasonable adjustments to help include all children not just those with SEND.</p> <p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> ➢ Communication and Interaction ➢ Cognition and Learning ➢ Social, Emotional and Mental Health ➢ Sensory and/or Physical
How does the school identify pupils with SEND and what should parents/carers do if they think their child may have special educational needs?	<p>The school has a SEND policy which can be found on the school website:</p> <p>Ashley C of E Primary School - Home (ashleyschool.org.uk)</p> <p>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:</p> <ul style="list-style-type: none"> ➢ 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

	<p>The progress of all pupils is monitored informally on a continual basis in all areas of learning and development. Where a pupil has made less than expected progress despite receiving high quality teaching and additional support, he or she may be identified as having a special educational need. Parents/carers are encouraged to talk to their child's teacher, the SENCO or Inclusion Leader if they have a concern about their child's educational needs or progress.</p> <p>Our SENCO is Miss Clifford and she can be contacted by telephone: 01932 227695 or by email: senco@ashley.surrey.sch.uk.</p>
How are parents involved and consulted?	<p>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:</p> <ul style="list-style-type: none"> ➢ 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 <p>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 is always sent home with the child.</p>
How are pupils' progress towards their outcomes assessed and reviewed?	<p>As part of the assess, plan, do and review cycle, we look at the actions needed to support a child towards their outcomes and the actions needed to be taken by those involved in the child's education to make a positive contribution. These actions are:</p> <ul style="list-style-type: none"> ➢ 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 <p>The school has a regular reporting cycle where parents are informed of progress: Parent consultation evenings take place in the Autumn and Spring terms and a written report is sent at the end of the Summer term.</p>
How will the school prepare and support pupils who join the school, transfer to a new school	<p>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 nurseries before they join as well as home visits in the Autumn term.</p>

<p>or the next stage of their education?</p>	<p>We have a robust transition programme in place for the whole school moving up to their new year group. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Our approach to teaching pupils with SEND</p>	<p>Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality adaptive teaching is our first step in responding to pupils who have SEND. This will be adapted where necessary for individual pupils. We also provide the following interventions to support pupils with their learning:</p> <ul style="list-style-type: none"> ➢ Literacy for all – A reading accuracy and fluency programme ➢ Lego Therapy ➢ Additional Phonics ➢ Daily reading ➢ Precision teaching for Maths and English ➢ Support for pupils with Speech & Language targets ➢ Restorative approaches and Drawing and Talking ➢ Nessy reading and spelling ➢ NELI (Nuffield Early Language Intervention) ➢ ELSA ➢ Power of 2 and Plus 1 maths support programme

	<p>➤ Social Skills groups</p>
How will the curriculum and learning environment be adapted to meet the needs of pupils with SEND?	<p>Our staff have been trained to identify possible barriers to learning which children may have and what they can do to remove or minimise these barriers. This may involve the following:</p> <ul style="list-style-type: none"> ➤ 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. ➤ Adapting resources and tasks ➤ Using recommended aids, such as 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. 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. <p>We have an Accessibility Plan in place and 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.</p> <p>Class teachers tailor their classroom layout/displays depending on the needs of the children.</p>
What support will there be for improving emotional and social development?	<p>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:</p> <ul style="list-style-type: none"> ➤ 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) ➤ We have three trained ELSAs (Emotional Literacy Support Assistants) <p>The school has high expectations of behaviour, and bullying or other intolerant behaviour, is regarded as completely unacceptable. Members of staff are available to support children and play an active role in upholding the Behaviour and Relationship policy alongside the Anti-Bullying policy which includes guidance on expectations, rewards and sanctions. All members of staff have been trained in restorative approaches.</p> <p>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.</p>

What specialist services and expertise are available at or accessed by the school?	<p>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. Training in SEND regularly forms a part of staff meetings/INSET days.</p> <p>The SENCO attends the local authority and GST SENCO network meetings in order to keep up to date with local and national agendas. Where it is felt that external support is necessary, we discuss any referrals with parents/carers first and gain full consent before proceeding.</p> <p>The school regularly works with the following agencies in supporting the needs of the children:</p> <ul style="list-style-type: none"> ➢ Educational Psychology ➢ STIP Team (Specialist Teachers for Inclusive Practice) ➢ Physical and Sensory Support ➢ Race Equality and Minority Support (REMA) ➢ Speech and Language Therapy, ➢ Occupational Therapy ➢ Freemantles Outreach Service ➢ CAHMS – Mindworks <p>This is not an exhaustive list - we also access other external services relating to specific needs of individual training.</p>
How will pupils be included in activities outside the classroom including school trips?	<p>Our school promotes involvement of all our pupils in all aspects of the curriculum including activities outside the classroom:</p> <ul style="list-style-type: none"> ➢ 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 equally. ➢ 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.
How does the school evaluate the effectiveness of the SEND provision?	<p>We review the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> ➢ Reviewing pupils' individual progress towards their goals each term

	<ul style="list-style-type: none"> ➤ 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 <p>The school has tracking and monitoring systems in place and staff are constantly reviewing the provision for all pupils, including those with SEND.</p> <p>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 is monitored by the SENCO.</p>
Who can I contact for further information?	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher if they have a concern. If additional help is required, parents/carers are most welcome to contact the school's SENCO or the Inclusion Leader.</p> <p>Our SENCO is Miss Clifford and she can be contacted by telephone: 01932 227695 or by email: senco@ashley.surrey.sch.uk.</p>
Monitoring arrangements	<p>This information report will be reviewed by Miss Clifford every year. It will also be updated if any changes to the information are made during the year.</p>