



Ashford Hill Primary School

Be the best we can be

Name of Policy	SEND Information Report
Scope of Policy	Special Educational Needs and Disabilities at Ashford Hill Primary School
Approved by	Principal
Date of Approval	November 2023
Review period	Annually
Review Date	November 2024

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

SEND information report

5.1 The kinds of SEND that are provided for at AHPS

Our school currently provides additional to and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to following LA procedures, for example, meet with representatives from local secondary schools for consultation and ensure there are opportunities for all pupils to visit their prospective Secondary School. Pupils with SEND will be given additional visits, if required, so that they will become more confident in the new situation.

For pupils with an Education, Health and Care Plan (EHCP), the pupil's EHCP is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in the Autumn Term. The SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with Education, Health and Care Plans for whom the particular school has been named. Procedures including CAF and TAC are in place to ensure smooth transitions.

Transfer within the School

Teachers liaise closely when pupils transfer to another class within the school and transition will be carefully structured. Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

5.6 Our approach to teaching pupils with SEND

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.
- In addition, the SENDCo and the class teacher, together with specialists and involving the pupil's parents/carers, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.
- Outcomes are agreed and progress reviewed regularly

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adaptations of our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching approach, content of the lesson, etc.
- Adapting our resources and staffing accordingly
- Using recommended aids such as laptops, visual timetables, larger font etc.
- Adapting our teaching, for example, providing longer processing times, pre-teaching of key vocabulary, supporting reading of instructions etc.

5.8 Additional support for learning

We have several Learning Support Assistants (LSAs) who are trained to deliver interventions such as; ELSA, Precision teaching, Write from the Start, Numicon, Fast Track Tutoring – phonics, reading fluency

LSAs may support pupils 1:1 or in small groups when directed by the class teacher or SENDCo.

We work with the following agencies to provide support for pupils with SEND:

- Primary Behaviour Service (PBS)
- Speech and Language Team (SALT)
- Communication and Language Team
- School Nursing Team
- Child and Adult Mental Health Service (CAHMS)
- Special Schools - Normangate and Maple Ridge
- Educational Psychology
- Occupational Therapy

5.9 Expertise and training of staff

Our SENDCo (who is also the Vice Principal) has 13 years experience of being a SENDCo and 23 years of experience working in specialist provision, mainstream, independent and international primary schools both as a teacher and senior leader.

We have a team of Learning Support assistants, who are trained to deliver SEND interventions and provide support. In the last academic year, staff have been trained specifically in, Read Write Inc. Interventions, Autism and ELSA.

5.10 Securing equipment and facilities

The SENDCo works with outside agencies to secure specialist equipment. Trained agencies also regularly come into school to ensure equipment is used correctly. Currently, the school is not equipped for access by wheelchair users. The Access plan drawn up by law describes the long-term aim.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENDCo and Principal
- Using provision maps and SAPs to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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 which are arranged each year for our year 5 and 6 pupils.

All pupils are encouraged to take part in sports day, sporting events, school performances, assemblies, workshops, school trips and our yearly visit to the theatre.

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

We aim to achieve educational inclusion through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community and can all achieve and demonstrate the learning behaviours we value as a school. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Arrangements for the admission of SEND pupils, i.e.

- All pupils whose Education, Health and Care Plan (EHCP) names the school will be admitted before any other places are allocated
- No child will be refused admission solely on the grounds that the trustees believe that a child's SEND cannot be met, providing all the admissions criteria are met using The Disability Discriminations Act in Schools
- Further information and guidance can be found on our Accessibility plan which is shared on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all school clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The SENDCo is able to call upon the expertise of a range of agencies and support services. This includes in-reach and outreach from Primary Behaviour Services, in-reach from Maple Ridge, Speech and Language Therapists, Educational Psychologists and others.

We are committed to using the expertise and advice provided by these professionals.

These support services are consulted following discussions with **Kirsty Kingham, Principal** or **Catherine Hudson, SENDCo**, and with the full agreement of parents/carers.

For assessment and advice from many of these services a request form or consultation must be filled in first. The school must show the services that strategies suggested, or checklists are already in place.

The local offer lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. If there are still unresolved issues, please contact the Principal. Complaints will then be referred to the school's complaints policy.

The parents of pupils with SEND have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.16 Contact details of support services for parents of pupils with SEN

[Special Educational Needs \(SEN\) Service | Children and Families | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/children-and-families/sen-service)

5.17 Contact details for raising concerns

In the first instance, please contact your child's class teacher

If there are further issues that are unresolved, please contact Catherine Hudson, the SENDCo

If there are further issues that are unresolved, please contact the Principal

5.18 The local authority local offer

Our local authority's local offer is published here: [Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities \(hants.gov.uk\)](https://www.hants.gov.uk/family-information-and-services-hub)